TEACHERS' CLASSROOM MANAGEMENT SKILLS AND STUDENTS' ACADEMIC ACHIEVEMENTIN CHRISTIAN RELIGIOUS STUDIES IN CALABAR EDUCATION ZONE OF CROSS RIVER STATE, NIGERIA

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Abstract

The study investigated the relationship between teachers' classroom management skills and students' academic achievement in Christian Religious Studies in Calabar Education Zone of Cross River State, Nigeria. Three research questions and three null hypotheses guided the study. A correlational survey research design was adopted for the study. The population of the study comprised of all the 4,830 SS2 students offering Christian Religious Studies, and all the 112 Christian Religious Studies teachers in the 87 public secondary schools in Calabar Education Zone. 369 of these students served as sample for the study, while all the 112 CRS teachers teaching SS2 class were used for the study. A multi-stage sampling technique was used in the study; involving the proportional stratified sampling technique, purposive sampling technique, and simple random sampling technique. For data collection, an achievement test with 30 items was used for the students, while a structured questionnaire with 15 items was used for the teachers. The instruments were face-validated by three experts, while the reliability coefficients for both the questionnaire and achievement test were 0.90 and 0.80 respectively. The Pearson's Product Moment Correlation Coefficient was used to answer the research questions as well as test the hypotheses at 0.05 alpha level. Findings of the study revealed that teachers' classroom seating arrangement, teachers' classroom noise control, and teachers' classroom records-keeping all have a moderate positive and significant relationship with students' academic achievement in Christian Religious Studies. Based on the findings of the study, the researcher

recommended amongst others that Christian Religious Studies teachers should not restrict themselves to the traditional row and column seating arrangement, but explore other types like the cluster and semi-circular seating arrangements in order to improve students' academic achievement in Christian Religious Studies.

Key Words: *Teachers' classroom management skills, academic achievement, seating arrangement, noise control, records-keeping.*

Introduction

Christian Religious Studies(CRS) is one of the subjects offered across the three levels of education; primary, secondary, and tertiary. Moreover,it is one of the basic requirements for students who wish to take up studies in the Humanities in higher institutions of learning.It entails the inculcation in the students certain elements of educational intellectual theory and practice of Christ as contained in the Holy Bible (Eluu in Agwu&Ayenare, 2024). The subject places much emphasis on morality, virtues, and mutual coexistence amongst people in the society. The richness of the subject is clearly captured in the work of Njoku (2017) which revealed that CRS is a powerful tool that can help in driving home acceptable societal norms because it educates learners about their duties to both God and their fellow human beings. In support of this, Okon (2010) emphasized that CRS is used to regulate behavioural activities which is needful in the propagation of peace as well as maintenance of law and order in the society.

Having seen the place of CRS in the society, it is of utmost importance therefore, that educators identify and prioritize efficient ways of improving the process of teaching and learning the subject. It is an undisputable fact that, education is a multi-tasking venture which involves not only the impartation of knowledge, but also the shaping of ethical values and codes of conduct in students. Thus, teachers as the nucleus of all formal learning are put under growing pressure on how to effectively handle both tasks (Chamundeswari, 2013). One significant attribute of a successful teacher regardless of a profound content knowledge of his or her subject area is classroom management skills. Effective teaching and learning cannot take place in a poorly managed classroom. If students become irregular and disrespectful, and there are no specific rules to control or checkmate their behaviours, chaos becomes the norm. In these situations, both the teachers and the students suffer; teachers struggle to teach, and students probably learn much lesser than they should.

It is pertinent to reflect on the meaning of classroom management. According to Postholum in Obiekwe and Ogbo (2020), classroom management refers to the set of strategies used by teachers to increase students' cooperation and engagement in order to decrease students' disruptive behaviours, thus keeping an appropriate learning environment. Classroom management has to do with any technique that teachers use to facilitate instruction and make sure that students are learning effectively in a smooth classroom environment. It could be regarded as the act of controlling class activities together with the students for the benefit of the students, so as to ensure an effective learning process. The use of appropriate classroom management strategies help in creating an organized classroom environment that is conducive for teaching and learning. To this end, Obiekwe and Ogbo revealed that classroom management covers time management, students' involvement and engagement, classroom communication, teacher-centered instruction, students-centered instruction, reward system otherwise known as motivation, seating arrangement, noise control, records keeping, discipline issues, and others. Applying any of these management approaches sometimes depend on the situation a teacher finds himself or herself.

A disorganized classroom poses challenges for the teacher to do his or her job. Conversely, well-managed classroom encourages effective learning and the development of students. It is through quality interaction between the teacher and the students on one hand, and the interaction among students on the other hand that positive classroom environment is created and effective teaching and learning achieved. Thus, teachers employ a variety of strategies and techniques to ensure that students are organized and productive in the classroom. It is therefore obvious that, the consideration of classroom management is worthwhile and could exert influences on the learners in a way that is capable of affecting their academic achievement (Thi& Nguyen, 2021). Academic achievement is the observable or measurable behavior or knowledge gained in a particular field or subject. Classroom management is amajor variable that affects students' academic achievement. The most obvious reason for this is the fact that, effective classroom management sets the stage for teaching and learning; it sets a tone in the classroom that captures students' attention which is a necessity for effective teaching and learning (Simpson & Weiner in Yusuf, 2015). The foregoing is undisputable since a classroom which is chaotic and unorganized may unlikely guarantee expansive learning which in turn, may affect students' academic achievement negatively.

One of the aspects of teachers'classroom management skills is teachers' classroomseating arrangement. In attempt to show how classroom seating arrangement affects students'

academic achievement, Woodson (2015) has revealed that the physical environment of the class including seating arrangement, has an important influence on students' comfort, on their behaviour, and on social interactions among students, and between teachers and their students. Woodson stressed further that, each seating arrangement pattern has a direct impact on how students acquire knowledge and indirectly affects their academic achievement. Earlier on, Amit, Wakslak, and Trope (2012) had revealed that a possible framework for explaining how different seating arrangements within the classroom impact children's cognitive process is the construct of interpersonal distance. The scholars stressed further that, the desk arrangement within the classroom is linked on the one hand to the possibility of movements and interaction among peers and with the teacher, and on the other hand, to the interpersonal distance between individuals. For example, the traditional row and column arrangements place students relatively far away from each other, compared to the cluster or 'horseshoe' arrangements. Interpersonal distance is a classical construct in social psychology and it is known to influence both relational and cognitive processes. However, in Calabar Education Zone, students in public secondary schools provide seats (lockers and stools) for themselves, and the only seating arrangement in force here is basically the row and column arrangement. The high number of students per class, usually between 60-80 students, makes it difficult for the benefits of interpersonal distancing to be achieved in these schools.

Often times, one of the major setbacks in teaching and learning is noise. Noise refers to sounds that hinder an individual's ability to listen to what he or she would like or need to hear. In classroom background, noise can arise from several possible sources including external noise (such as traffic noise), internal noise (such as students running along the corridor), and room noise (such as students discussing or talking carelessly in the class). Studies have shown that noise has direct negative effects on students' learning. For example, the work of Gilavand and Jamshidnezhad (2016) revealed that, noise may lead to stress, attentional difficulties, neuropsychomotor delay, aggressive behaviour, and poor academic achievement. Gilavand and Jamshidnezhadadded that in most cases, in order to compensate for the noise level in classrooms, teachers often have to speak loudly while teaching. Such a speaking habit is known to be a risk factor that may lead to voice disorder(s) among teachers. Therefore, it is very crucial to address the background noise in classrooms so that both students and teachers would learn and work in a healthy atmosphere.Regrettably,classrooms of public secondary schools in Calabar Education Zone are bedeviled by noise from both within and without. Most of the schools in this area are located close to the road, especially in

the ancient Calabar Metropolis which battles very hard with poorly planned road network. Noise occasioned by vehicular movements and those ones from among the students within the classroom is a serious setback to effective teaching and learning in the area.

Records-keeping is also avery much viable dimension in teaching and learning that cannot be overlooked in any way. School records are official documents, books, or files that contain essential information about the action of students and their achievement as well as events and occurrences that take place in the school. The purpose of records-keeping and management is to ensure accurate and proper documentation of students' learning progress and information on such activities which is useful for future planning and administration. Records help teachers, school administrators, and even parents to judge the learning progress of students in order to determine their areas of weakness and strength. Thus, students' academic records form the bedrock upon which teachers utilize to teach and guide the students (Aburime, Ambali, Adeshina, &Oyedokun, 2021). However, a visit to public secondary schools in CalabarEducatione Zone has revealed that there are no organized records clearly showing the progression of students' academic activities and achievement.

Generally, disciplinary problems in the classroom is a common sight in Calabar Education Zone which ranges from fighting, leaving the class without permission, talking when not expected to talk, throwing things during lesson periods, staring out of the windows and waving to others among others. The more publicized incidents of disruptions by researchers are those which involve violent behaviors, especially when this includes the use of offensive weapons, secret cult activities, as well as personal attacks on teachers. In the midst of all these ugly developments, one is forced to wonder if CRS, a subject that is supposed to instill good qualities in the students such as hard work, respect for elders, love for one another, and peaceful coexistence is no longer taught in schools. From all indications, some of these disruptive classroom behaviors may have taken their roots from poor classroom management. Moreover, they could as well be responsible for the poor academic achievement of students in CRS as reported by the Cross River State Ministry of Education 2024 – 2026. It was on this premise that this study was embarked upon in order to examine the relationship between teachers'classroom management skillsand students' academic achievement in Christian Religious Studies in Calabar Education Zone of Cross River State, Nigeria. In doing this, the researcher paid keen attention to teachers' classroom seating arrangement, teachers' classroom noise control, and teachers' classroom records-keeping.

Theoretical Framework

The Assertive Discipline Theory by Lee and Marlene Canter (1979)

The Assertive Discipline Theory which this study is anchored on, is a systematic behaviour management procedure designed by Lee and Marlene Canter in 1979 in order to put elementary and secondary school teachers in charge of their classes. The theory is based on the idea that teachers have the right to decide what is best for their students. It encourages teachers to be assertive, consistent, and positive in their interactions with students. The goal is to help students learn to control their own behaviour. Combining tenets from assertion training and behaviour modification, Lee and Marlene Canter believed that they had identified four discipline competencies that all teachers need to master to handle problem behaviors successfully. The competencies include: Identifying appropriate behaviours that form the basis for classroom rules, systematically setting limits for inappropriate behaviour, consistently reinforcing appropriate behavior, and working cooperatively with parents and principals. The assertive discipline procedure was developed as a response to a perceived lack of discipline in the public schools. Students, teachers, and parents are all responsible for lack of discipline. Though students today are more difficult to manage than in the past, the premise of assertive discipline is that, all students except those with organic problems can behave correctly, even though they may choose not to do so.

As in assertion training, teachers make their wants and needs known by directly responding to both appropriate and inappropriate student behaviour. They respond to inappropriate behaviour with 'verbal limit-setting' assertions and a limit-setting follow-through discipline plan. They use 'I' messages, verbal hints, and other assertive communication devices for verbal limit-setting. If their requests are not met, a limit-setting follow-through plan consisting of negative consequences is consistently applied. As in behaviour modification, the teacher responds to appropriate behaviour with positive re-enforcers. The teacher first verbally praises the student and if necessary, continues with some type of positive follow-through. These same assertive techniques are used to elicit assistance from the parents and principals.

In a classroom setting, both teachers and students have needs that can be met within the assertive discipline program. Students, no matter what age, need firm limits, discipline, and positive reinforcement. They also need teachers who care enough to stop their misbehaviours. Conversely, teachers need to keep students from manipulating them, and to feel free to request assistance from parents and principals. These teacher needs are given precedence over students' needs and wants before they feel comfortable enough to provide a positive

learning environment. Only when the needs of the teachers are satisfied will the needs of the students be fulfilled.

The Assertive Discipline Theory is related to this study because, it is all about behaviour management designed to curb indiscipline in the classroom, which is what classroom management emphasizes on as well. The theory is relevant to this study because, when teachers apply it in classroom, the class will become more conducive for learning and students' achievement in CRS will improve.

Purpose of the Study

The main purpose of this study was to examine the relationship between teachers'classroom management skills and students' academic achievement in Christian Religious Studies in Calabar Education Zone of Cross River State, Nigeria. Specifically, the study sought to find out:

1. The relationship between teachers' classroom seating arrangement and students' academic achievement in Christian Religious Studies.
2. The relationship between teachers' classroom noise control and students' academic achievement in Christian Religious Studies.
3. The relationship between teachers' classroom records-keeping and students' academic achievement in Christian Religious Studies.

Research Questions

The following research questions were raised to guide the study:

1. What is the relationship between teachers' classroom seating arrangement and students' academic achievement in Christian Religious Studies?
2. What is the relationship between teachers' classroom noise control and students' academic achievement in Christian Religious Studies?
3. What is the relationship between teachers' classroom records-keeping and students' academic achievement in Christian Religious Studies?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 alpha level:

1. There is no significant relationship between teachers' classroom seating arrangement and students' academic achievement in Christian Religious Studies.
2. There is no significant relationship between teachers' classroom noise control and students' academic achievement in Christian Religious Studies.

3. There is no significant relationship between teachers' classroom records-keeping and students' academic achievement in Christian Religious Studies.

Methodology

The design adopted for this study is correlational survey research design. According to Abonyi, Okereke, Omebe, Anugwo, and Nnachi (2022), correlational studies provide useful information as to the direction and the degree of the relationships between variables. It is useful in establishing both linear and multiple relationships between variables. Correlational research design is appropriate for this study because the researcher sought to find out the relationship that exists between teachers' classroom management skills and students' academic achievement in Christian Religious Studies in Calabar Education Zone of Cross River State, Nigeria. The research area is Calabar Education Zone of Cross River State, Nigeria. The seven local government areas that make up the education zone are Akamkpa, Akpabuyo, Biase, Bakassi, Calabar Municipality, Calabar South, and Odukpani. Its landmass is 9980km^2 and is located between longitudes 7050'E and 9028'E, and latitudes 4027'N and 5032'N.

The population of the study was 4,942(comprising all the 4,830 SS2 students offering CRS, and all the 112 CRS teachers teaching SS2 class) in the 87 public secondary schools in Calabar Education Zone.Using the Taro Yamane's formula,the sample size of the students was 369, while all the 112 teachers were used in the study. The multi-stage sampling procedure was employed for this study which involves the proportional stratified sampling technique, the purposive sampling technique, and thesimple random sampling technique (balloting).In the first stage, a proportional stratified sampling technique was used to determine the specific number of participants from each of the 7 Local Government Areas (LGAs), resulting in a total sample size of 369 students. This stratification ensures that each administrative zone is proportionally represented in the sample. In the second stage, the researcher used purposive sampling technique to select 10 schools with the highest number of CRS students across the area of the study. Finally, the individual respondents within each stratum were selected using a simple random sampling method (balloting) to ensure every student in the selected schools had an equal chance of being included in the study. This was carried out by writing "Yes" or No" on piece of papers and the papers were carefully folded. The folded papers were equal to the number of CRS students in each stratum, but the papers with "Yes" were only equal to the sample size needed for the study. The folded papers were then thoroughly shuffled together in a container after which, every CRS student was asked to

select one from the container. A student who selected 'Yes" became eligible to feature in the sample while the student who selected "No" was not. This exercise was diligently carried out until the required number of students were drawn.

Both a structured questionnaire and an achievement test were used to collect data for the study from the teachers and the students respectively. The structured questionnaire was designed by the researcher to cover the three research questions raised in the study, and it was used to elicit information from the teachers. The questionnaire was labeled "Questionnaire for CRS teachers" and it consisted of fifteen (15) items. The questionnaire was divided into three (3) clusters A, B, and C. Each of the clusters contained five (5) items that borders on teachers' classroom seating arrangement, teachers' classroomnoise control, and teachers' classroom records-keeping respectively. The questionnaire was designed in four-point rating scale format with options ranging from Strongly Agree (SA), Agree (A), Disagree (D), to Strongly Disagree (SD). The scoring was as follows: Minimum score = 5; Maximum score = 20; Low score = 5-10; Moderate score = 11-16; High score = 17-20. All that the respondents needed to do was to place a tick (√) against any of the options that applied to them. On the other hand, the thirty-item achievement test was equally designed by the researcher for the students in order to enable the researcher have a clue on their academic achievement. Each of the items contained a multiple choice question with four options A – D. The scoring was as follows: Minimum score = 0; Maximum score = 60; Low score = 0-20; Moderate score = 21-40; High score = 41-60. The students were required to supply answers by underlining any option of their choice. Topics which aligned with the variables of the study were selected from SS2 Curriculum for Christian Religious Studies and used in the setting of the questions. To guide the setting of the questions, table of specification was drafted by the researcher using the teachers' plan of work for the topics.

The instruments (questionnaire and achievement test) wereface validated by three experts from the Faculty of Education, EbonyiStateUniversity, Abakaliki, EbonyiState. One of the experts was from Science Education Department (Measurement and Evaluation Option), while the remaining two experts were from the Department of Arts and Social Science Education. Some of the items were modified but none was dropped. The corrections and suggestions from the experts were used for the final drafting of the instruments. Data generated from the responses were used to compute the reliability coefficient of the instrument based on the clusters, using the Cronbach Alpha Approach. The reliability coefficients of the clusters were as follows: 0.85, 0.91, and 0.93 for clusters 1, 2, and 3

respectively. In all, the entire 15 items of the instrument gave a reliability coefficient of 0.90 which was considered to be of high internal consistency. By this figure and indication, the instrument was considered suitable for use. On the other hand, the achievement test has 30 items. The Kuder Richardson's approach was employed to test the reliability of the achievement test result. The reliability coefficient of the test was 0.80 which was considered to be of high internal consistency. By this figure and indication, the instrument was also considered suitable for use. For the achievement test, data collection was carried out by the researcher in collaboration with CRS teachers in charge of SS2, while data collection using the questionnaire was carried out by the researcher alone. Permission was sought for from each of the schools head after which, both the achievement test and the questionnaire were administered to CRS students and CRS teachers respectively, to respond and return to the researcher at the spot to avoid loss and or damage. The exercise was carried out within the space of six weeks.The Pearson's Product Moment Correlation Coefficient was used to answer the research questions as well as test the hypotheses of the study at 0.05 alpha level. The rationale behind the use of Pearson's Product Moment Correlation Coefficient is because, it deals with the relationship between variables which is the main crust of this study. The decision rule for using Pearson's Product Moment Correlation Coefficient in answering the research questions was done by adopting the Cohen's (1988) established statistical scales to ascertain the strength of the relationship ("r") the researcher was comparing as shown below:

Correlation Value (r)	**Strength Category**
0.10 to 0.29	Small / Weak
0.30 to 0.49	Medium / Moderate
0.50 to 1.0	Large / Strong

On the other hand, the decision rule for using Pearson's Product Moment Correlation Coefficient in testing the hypotheses is as follows: If the p-value is greater than 0.05 alpha level, then the earlier stated null hypothesis would not be rejected. On the contrary, the earlier stated null hypothesis would be rejected if the p-value is less than 0.05 alpha level.

Results

Research Question 1

What is the relationship between teachers' classroom seating arrangement and students' academic achievement in Christian Religious Studies?

Table 1: Relationship between Teachers' Classroom Seating Arrangement and Students' Academic Achievement in Christian Religious Studies

	Mean	SD	N	Strength of Correlation (r)	Coefficient of Determination (r^2)	Interpretation of "r"
Teachers	17.47	2.23	112	0.38	0.14	Moderate Positive Correlation
Students	45.55	15.67	369			

Source:Field Work, 2026

Table 1 revealed a Pearson's Product Moment Correlation Coefficient (r) of 0.38. This indicates a moderate positiverelationship between teachers' classroom seating arrangement and students' academic achievement in Christian Religious Studies. The coefficient of determination (r^2) of 0.14 implies that teachers' classroom seating arrangement accounts for 14% of the variation in students' academic achievement in Christian Religious Studies. This suggests that while teachers' classroom seating arrangement is a contributing factor, other variables not captured in this specific correlation account for the remaining 86% of the variance in academic achievement. Overall, the findings indicate that as teachers' classroom seating arrangements are optimized, there is a moderate corresponding increase in students' academic performance in the subject.

Research Question 2

What is the relationship between teachers' classroom noise control and students' academic achievement in Christian Religious Studies?

Table 2: Relationship between Teachers' Classroom Noise Control and Students' Academic Achievement in Christian Religious Studies

	Mean	SD	N	Strength of Correlation (r)	Coefficient of Determination (r^2)	Interpretation of "r"
Teachers	18.00	1.85	112	0.48	0.23	Moderate Positive Correlation
Students	45.55	15.67	369			

Source:Field Work, 2026

Table 2 revealed a Pearson's Product Moment Correlation Coefficient (r) of 0.48. This indicates a moderate positive relationship between teachers' classroom noise control and students' academic achievement in Christian Religious Studies. The coefficient of determination (r^2) of 0.23 implies that teachers' classroom noise control accounts for 23% of the variation in students' academic achievement in Christian Religious Studies. This indicates that effective teachers' classroom noise control in the learning environment significantly relates to better academic outcomes, leaving 77% of the variance to be explained by other

factors. The positive direction of the correlation suggests that as teachers' classroom noise control measures are improved and a quieter learning atmosphere is maintained, students' academic achievement in the subject tends to increase accordingly.

Research Question 3

What is the relationship between teachers' classroom records-keeping and students' academic achievement in Christian Religious Studies?

Table 3: Relationship between Teachers' Classroom Records-Keeping and Students' Academic Achievement in Christian Religious Studies

	Mean	SD	N	Strength of Correlation (r)	Coefficient of Determination (r^2)	Interpretation of "r"
Teachers	15.50	2.10	112	0.33	0.11	Moderate Positive Correlation
Students	45.55	15.67	369			

Source:Field Work, 2026

Table 3 revealed a Pearson's Product Moment Correlation Coefficient (r) of 0.33. This indicates a moderate positive relationship between teachers' classroom records-keeping and students' academic achievement in Christian Religious Studies. The coefficient of determination (r^2) of 0.11 implies that teachers' classroom records-keeping accounts for 11% of the variation in students' academic achievement in Christian Religious Studies. This suggests that while systematic teachers' classroom records-keeping is a relevant factor, 89% of the variance is influenced by other variables. The positive correlation indicates that as teachers' classroom records-keeping practices are improved and maintained more effectively, there is a corresponding moderate increase in the academic achievement of the students in the subject.

Hypothesis 1

There is no significant relationship between teachers' classroom seating arrangement and students' academic achievement in Christian Religious Studies.

Table 4: Significant Relationship between Teachers' Classroom Seating Arrangement and Students' Academic Achievement in Christian Religious Studies

	Mean	SD	N	Correlation	P-Value (Sig. Value)	Decision
Teachers	17.47	2.23	112	0.38	0.00	**Significant (Rejected)**

Students	45.55	15.67	369

Source:Field Work, 2026

In Table 4, the statistical analysis showed a Pearson's Product Moment Correlation Coefficient (r) of 0.38 with a calculated P-value of 0.00. Since the P-value (0.00) is less than the standard alpha level of 0.05, the relationship between teachers' classroom seating arrangement and students' academic achievement is statistically significant. Consequently, the null hypothesisis rejected. This suggests that seating arrangement is a statistically proven driver of achievement scores in the subject. Therefore, the findings imply that deliberate and effective teachers' classroom seating arrangements are essential tools for teachers to utilize in order to significantly enhance students' academic achievement in Christian Religious Studies.

Hypothesis 2

There is no significant relationship between teachers' classroom noise control and students' academic achievement in Christian Religious Studies.

Table 5: Significant Relationship between Teachers' Classroom Noise Control and Students' Academic Achievement in Christian Religious Studies

	Mean	SD	N	Correlation	P-Value (Sig. Value)	Decision
Teachers	18.00	1.85	112	0.48	0.00	**Significant (Rejected)**
Students	45.00	15.67	369			

Source:Field Work, 2026

In Table 5, the statistical analysis indicated a Pearson's Product Moment Correlation Coefficient (r) of 0.48 with a calculated P-value of 0.00. Given that the P-value (0.00) is less than the 0.05 alpha level, the relationship between teachers' classroom noise control and students' academic achievement is statistically significant. Consequently, the null hypothesis is rejected. This suggests that teachers' classroom noise control is a vital factor in determining students' academic achievement. The results imply that maintaining a quiet and conducive learning environment by the teacher is not merely a classroom management preference, but a statistically significant requirement for improving students' academic achievement in the subject.

Hypothesis 3

There is no significant relationship between teachers' classroom records-keeping and students' academic achievement in Christian Religious Studies.

Table 6: Significant Relationship between Teachers' Classroom Records-Keeping and Students' Academic Achievement in Christian Religious Studies

	Mean	SD	N	Correlation	P-Value (Sig. Value)	Decision
Teachers	15.50	2.10	112	0.33	0.00	**Significant (Rejected)**
Students	45.55	15.67	369			

Source:Field Work, 2026

In Table 6, the statistical analysis showed a Pearson's Product Moment Correlation Coefficient (r) of 0.33 with a calculated P-value of 0.00. Since the P-value (0.00) is less than the 0.05 alpha level of significance, the relationship between teachers' classroom records-keeping and students' academic achievement is statistically significant. Consequently, the null hypothesis is rejected. This indicates that the systematic maintenance of classroom academic records by the teacher is a statistically proven factor that relates to students' academic achievement. The findings suggest that consistent and accurate teachers' classroom records-keeping practices contribute meaningfully to the overall academic achievement of students in the subject.

Discussion

Teachers' Classroom Seating Arrangement and Students' Academic Achievement in Christian Religious Studies

The findings obtained from this study as contained in Table 1 revealed that there is a moderate positive and significant relationship between seating arrangement and students' academic achievement in Christian Religious Studies.

It is not surprising that seating arrangement which is part of the physical environment of the classroom, has an important influence on the students' comfort, on their behavior, and on social interactions among students, and between teachers and their students. In the views of Rands and Gransemer-Topf (2017), the physical arrangement of most classrooms provide insight into the learning process; a well-designed classroom space for instance, accommodates diverse learning needs and encourages students' interactions which has a significant relationship with academic achievement. Woodson (2015) clearly admitted that, each seating arrangement pattern has a direct impact on how students acquire knowledge and indirectly affects their academic achievement.

The result is line with the work of Byiringiro (2023) which reported a positive and significant correlation between seating arrangements and students' academic performance. Fernandes, Gerber, and Boyd-zaharias (2015) maintained that the physical environment of the classroom is an important factor in providing students with optimal learning experience. The result is also in line with the work of Corkin, Horn, and Pattison (2017) which revealed that classroom seating arrangements play a vital role in advancing learning and learning outcomes. Their study highlighted that well organized seating structures can foster a sense of community among students and enhance their overall academic achievement. Good seating arrangement can help teachers gain physical access to the students as well as help student to focus and observe every teacher gesticulations.

Considering the fact that there are enormous benefits that accrues from the utilization of an organized seating arrangement in the classroom, the researcher is never bewildered aboutthe findings of research question one which revealed that there is a moderate positive and significant relationship between teachers' classroom seating arrangement and students' academic achievement in Christian Religious Studies in Calabar Education Zone of Cross River State.

Teachers' Classroom Noise Control and Students' Academic Achievement in Christian Religious Studies

The findings obtained from this study as contained in Table 2 revealed that there is a moderate positive and significant relationship between teachers' classroom noise control and students' academic achievement in Christian Religious Studies.

The result obtained in this segment is not surprising because teachers' classroom noise control is one of the classroom management skills that can affect students' achievement. It has a direct positive influence on students' learning. Regrettably, the school environment especially, the classroom is a place full of distractions and competing stimuli. The constant presence of external variables may compromise students' attention. Noise may lead to stress, attentional difficulties, neuro-psychomotor delay, aggressive behavior, and poor academic achievement. That is the more reason why addressing the background noise in classrooms so that both students and teachers can learn and work in a healthy atmosphere is really pertinent (Gilavand&Jamshidnezhad, 2016).In addition to this, Fernandes, Vidor, and Oliveira (2017) remarked that, noise should be carefully considered, and to the degree possible, controlled.

The result is line with the findings of Gilavand and Jamshidnezhad (2016) which revealed that noise in educational institutions have a negative impact on learning and academic

achievement. This implies that, if noise in the classroom is not checked, there would be poor academic achievement. But, with regard to the result of this present study, if noise is controlled in the classroom, students' academic achievement in CRS would improve. The result is also in line with the findings of the work of Roy and Swargiary (2024) which revealed that noise pollution adversely affect students' learning outcomes. Roy and Swargiary explained further that noise has been identified as a potential distraction that impedes students' ability to concentrate and process information effectively, thereby affecting students' academic achievement adversely.

In view of the benefits of noise control in the classroom, the researcher is not surprised about the findings of research question two which revealed that there is a moderate positive and significant relationship between teachers' classroom noise control and students' academic achievement in Christian Religious Studies in Calabar Education Zone of Cross River State.

Teachers' Classroom Records-keeping and Students' Academic Achievement in Christian Religious Studies

The findings obtained from the research question as contained in Table 6 revealed that there is a moderate positive and significant relationship between teachers' classroom records-keeping and students' academic achievement in Christian Religious Studies.

The result obtained is not surprising because records-keeping is a viable aspect of classroom management. Records-keeping helps to ensure accurate and proper documentation of students' learning progression and information. Records help teachers, school administrators, and even parents, to judge the learning progress of students in order to determine their areas of weakness and strength. Thus, students' academic records form the bedrock upon which teachers utilize to teach and guide the students for the purpose of achieving the goal set for teaching and learning (Aburime, Ambali, Adeshina, &Oyedokun, 2021).

The result is in tandem with the submissions of Ibara (2010) that quality academic performance, task accomplishment, and measurable outcomes are dependent on the accessibility of usable records. Records can only be usable if they are accurate, organized, and securely kept. This could be the reason why the Federal Government of Nigeria (2013) through its National Policy on Education directed that school teachers and administrators keep proper records of school activities and students' academic progress. The result also agrees with the findings of the work of Aburime, Ambali, Adeshina, and Oyedokun (2021) which revealed that school records is significantly related to the academic performance of pupils. Accordingly, Ujah (2016) emphasized that keeping of school records provide

information for the head teacher, principal, counsellor, and teachers, which enables them to plan, prepare, and execute their works effectively. On a particular note, since records enhances effective execution of teaching and learning in the classroom, teachers who must be impactful cannot do without it. Higher institutions which may seek information about students' academic achievement in higher school, fall back to records. Parents who wish to complement the efforts of teachers at home, use school records to determine the areas of weakness and strength of their children.

Considering the relevance of records-keeping in schools,the researcher is satisfied withthe findings of research question three which revealed that there is a moderate positive and significant relationship between teachers' classroom records-keeping and students' academic achievement in Christian Religious Studies in Calabar Education Zone of Cross River State.

Conclusion

The study investigated the relationship between teachers'classroom management skills and students' academic achievement in Christian Religious Studies in Calabar Education Zone of Cross River State, Nigeria. Keen attention was given to teachers' classroom seating arrangement, teachers' classroom noise control as well as teachers' classroom records-keeping, and their relationship with students' academic achievement in Christian Religious Studies. With the results obtained in the study from the variables investigated, it became obvious that teachers' classroom management is positively and significantly related to students' academic achievement. It therefore means that, the pattern of seating arrangement in the class can either make the students achieve high or low in Christian Religious Studies; a noisy class hampers the academic achievement of students in Christian Religious Studies; and failure to keep a diligent and accurate class records make students achieve less in Christian Religious Studies. (in Calabar Education Zone of Cross River State, Nigeria).

Educational Implications of the Study

The findings of the study have educational implications for students of Christian Religious Studies (in Calabar Education Zone) as outlined below:

1. Finding of the study revealed that there is a moderate positive and significant relationship between teachers' classroom seating arrangement and students' academic achievement in Christian Religious Studies. The implication is that, if CRS teachers adopt a diverse pattern of seating arrangements in the classroom, students' academic achievement in CRS would improve.

2. Finding of the study also revealed that there is a moderate positive and significantrelationship between teachers' classroom noise control and students' academic achievement in Christian Religious Studies. The implication is that, if teachers appropriately control noise in the class, the atmosphere will become conducive and inspiring for learning, and students' academic achievement in CRS would improve.
3. Finding of the study also revealed that there is a moderate positive and significantrelationship between teachers' classroom records-keeping and students' academic achievement in Christian Religious Studies. The implication is that, if the teachers and the school authority keep a diligent, secure, and accurate information about the students' learning progression, it will be easier to determine their areas of weakness and strength as well as ways to remedy the weaknesses. This would lead to improvement in the students' academic achievement (in CRS).

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Christian Religious Studies teachers should not restrict themselves to the traditional row and column seating arrangement, but explore other types like the cluster and semi-circular seating arrangements. This would help to make students' academic achievement improve in the subject.
2. From time to time, seminars and workshops on noise control should be organized by the Ministry of Education for Christian Religious Studies teachers in Calabar Education Zone. This would help to make students' academic achievement improve in the subject.
3. The Ministry of Education should step-up routine inspection of schools and should ensure that records are available and appropriately utilized. This would help to make students' academic achievement improve in Christian Religious Studies.

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