

# Influence of Classroom Management Style on Senior Secondary Students' Performance in Jos North Local Government Area

**Shittu Lukman Olayinka<sup>1</sup>, Muhammad Ridwan<sup>2</sup>**

<sup>1</sup>University of Jos, Plateau State, Nigeria

<sup>2</sup>Universitas Islam Negeri Sumatera Utara, Indonesia

Email: [shittulukmanolayinka@gmail.com](mailto:shittulukmanolayinka@gmail.com), [bukharyahmedal@gmail.com](mailto:bukharyahmedal@gmail.com)

**Abstract:** *This study examined the influence of Classroom management style on senior secondary students' performance in Jos North Local Government Area. The study was guided by four objectives. Inline with these objectives the study answered four corresponding research questions and tested two null hypotheses. Extensive literature was reviewed. The research design employed was a survey research design specifically cross-sectional survey research design. The population of this study comprised 1,231 Senior Secondary School (SS II) students in the 22 registered public secondary schools in Jos North Local Government Area of Plateau State, Nigeria. From this population, a sample of 200 SS II students was selected from ten public secondary schools out of the 22 registered public using simple random sampling technique. The instrument used for data collection was a structured questionnaire titled "Students Questionnaire on Teachers' Classroom Management Style and Students' Academic Performance Questionnaire" (SQTCM). Content validity was established for the instrument and internal consistency reliability was also established and reliability index of 0.76 was established. Data was analysed using descriptive and inferential statistics. Mean and standard deviation was used in answering the research questions while t-test was used in testing the hypotheses. The study revealed that, effective classroom management positively influences students' academic performance by creating an organised and focused learning environment among other things. the study recommended among other things that, teachers should adopt a balanced classroom management style that combines clear rule-setting with student involvement to create a conducive learning environment and enhance student engagement.*

**Keywords:** *Classroom management style, teachers, students, performance, senior secondary schools*

## I. Introduction

Education is universally acknowledged as one of the most critical tools for societal progress and national development. It serves as the driving force behind economic growth, social advancement, and the empowerment of individuals. The role of education in shaping the future of any nation cannot be overstated. Across the world, countries employ education systems as instruments of national development, aiming to improve the quality of life for their citizens and enhance their global competitiveness. The fundamental importance of education is evident in the fact that it is consistently regarded as the most powerful weapon for social change and national reconstruction (Wamsler, 2020). Education is not merely the transmission of knowledge; it is a transformative process that shapes values, behaviors, and attitudes essential for personal and societal development.

In this context, education is not simply a tool for economic prosperity; it is also an instrument for social, political, and cultural development. The National Policy on Education (NPE, 2014) in Nigeria, for instance, emphasizes the multifaceted role of education in

contributing to the country's socio-economic, political, and cultural welfare. Education is a vital mechanism through which the aspirations of a society are realized. It is designed to meet the developmental needs of individuals and society alike, as it equips individuals with the skills and competencies needed to contribute meaningfully to the community and the broader national context. Education, therefore, is not an isolated endeavor but is intricately connected to the social, cultural, political, and economic realities of the country. It is crucial that education systems are responsive to these realities, which underscores the importance of aligning educational policies with the broader national development agenda.

A key tenet of education is the provision of quality learning experiences that empower students to address the challenges of the modern world. Quality education is not only about access to schooling but also about ensuring that the education system equips learners with the skills, knowledge, and attitudes necessary for social and economic participation. As Madsen (2020) points out, education is the creation of a sound mind in a sound body, with the potential to transform society. Education helps students internalize the values of the society they live in and promotes the development of human capital an essential driver of economic development and prosperity. In this regard, the education system plays a critical role in addressing issues of inequality and providing opportunities for social mobility. However, for education to fulfill these roles, it is vital that teachers are well-equipped, both in terms of content knowledge and pedagogical skills.

Teachers are central to the effective implementation of educational policies and the realization of educational objectives. Teachers are not only the disseminators of knowledge but also facilitators of learning (Isyaku, Shittu, Ariya, & Ridwan, 2024). The availability of teachers both in terms of quality and quantity must align with the demands of the curriculum to ensure that the educational objectives are met. The role of teachers in shaping students' educational experiences cannot be overstated. They are responsible for translating the curriculum into meaningful learning experiences, adapting their teaching strategies to meet the diverse needs of students, and ensuring that students are adequately prepared for the demands of the society they will inherit. Teachers must be equipped with both content knowledge and pedagogical knowledge to be effective in their roles. The teachers' ability to adapt their teaching methods to the varied learning styles of students is essential in fostering an inclusive and equitable learning environment (Winoto, 2020).

Pedagogical content knowledge PCK emphasizes the integration of content knowledge and pedagogical knowledge, recognizing that effective teaching requires more than just knowledge of a subject. It requires the ability to present and organize content in a way that is accessible to learners, taking into account their diverse backgrounds, abilities, and interests. This highlights the need for teachers to be adaptable and flexible in their approaches, responding to the unique needs of their students. In this sense, teacher effectiveness is not solely measured by their mastery of content but also by their ability to make that content accessible and engaging for students.

Teacher effectiveness, therefore, is a key determinant of the success of the educational process. Effectiveness in teaching refers to the teacher's ability to promote meaningful learning outcomes, demonstrating both practical and theoretical knowledge, cognitive skills, and behaviors that contribute to student success (Bardach & Klassen, 2020). A teacher's effectiveness is not only judged by their knowledge of the subject matter but also by their ability to engage students, foster critical thinking, and create a positive learning environment. Effective teachers are those who can balance the demands of curriculum delivery with the diverse needs of their students. They also play a crucial role in classroom management, which

is essential for maintaining an organized, respectful, and productive learning environment. Classroom management is one of the most critical components of effective teaching. A well-managed classroom provides students with a safe and supportive environment in which they can focus on learning and engage with the content being taught. Teachers who possess strong classroom management skills are able to create an atmosphere conducive to learning, where students are motivated, engaged, and able to perform to the best of their abilities. Effective classroom management strategies are characterized by clear expectations, consistency, and positive reinforcement, as well as the ability to address challenges such as disruptive behavior or lack of engagement. A teacher's management style directly impacts student behavior and performance. Research has shown that students who learn in classrooms with clear structure and discipline tend to perform better academically and exhibit more positive behaviors (Hill & Haggart, 2020).

Conversely, ineffective classroom management can have negative consequences for student learning. A poorly managed classroom often leads to disengagement, distractions, and disruptions, which can hinder students' ability to concentrate and absorb the material being taught. For example, when rules are not enforced, students may lose interest in the lesson, become disruptive, and fail to participate actively in the learning process (Martin & Loomis, 2016). On the other hand, teachers who adopt an authoritative management style characterized by clear expectations, consistent discipline, and a supportive learning environment are more likely to foster positive student outcomes. This style promotes student engagement, self-regulation, and academic success. In subjects like geography, which require active participation and critical thinking, classroom management plays a particularly important role. Effective teaching requires not only the delivery of content but also the active involvement of students in the learning process. A teacher's ability to manage the classroom effectively is crucial for ensuring that students remain focused, engaged, and motivated to participate in discussions and activities. Research suggests that when teachers use interactive methods such as field trips, technology integration, and hands-on activities within a well-managed classroom, students are more likely to retain geographical concepts and perform better academically (Prain & Deed, 2019).

Despite the clear importance of classroom management, it remains an underexplored area in many schools, including those in Jos North Local Government Area of Plateau State, Nigeria. The effectiveness of classroom management in promoting student performance in secondary schools has not received sufficient attention in research. While there are studies that highlight the relationship between classroom management and academic success, little has been done to investigate the specific impact of teachers' management styles on the performance of senior secondary school students in Jos North LGA. The provision of quality education and the effective management of classrooms are crucial factors that contribute to the academic success of students. Teachers play an indispensable role in shaping students' educational experiences, and their ability to manage classrooms effectively is key to fostering a positive learning environment. Further research is needed to explore the impact of classroom management on student performance in senior secondary schools in Jos North LGA of Plateau State.

### **1.1 Statement of the Problem**

The issue of low academic performance among senior secondary school students in Jos North Local Government Area has been a longstanding concern for stakeholders, including parents, educators, and policymakers. Despite the potential of schools in this region to produce high-performing students, the reality remains disappointing. It is common for parents to withdraw their children from schools in the area due to perceived low academic

standards, leading to a shift of students to other institutions with better reputations for high performance. The declining interest and poor academic outcomes in various subjects, particularly within senior secondary schools, have raised alarms.

One of the most critical factors contributing to this low performance is classroom management. Effective classroom management is a cornerstone of successful teaching and learning, yet it appears to be a significant challenge in many schools in Jos North LGA. Inadequate management of classroom dynamics, including poor organization, lack of discipline, and ineffective teacher-student interactions, can severely hinder student performance. This problem is particularly evident when teachers fail to create a conducive learning environment where students are engaged and motivated to excel academically.

Studies show a fluctuating and often declining trend in the performance of students in external examinations such as WAEC (West African Examinations Council), NECO (National Examinations Council), and NABTEB (National Business and Technical Examinations Board). For instance, in the Chief Examiner's reports from 2021, 2022, and 2023, the percentage of students who achieved grades of C and above in external examinations remained consistently low, further reflecting a persistent academic underperformance. Such outcomes not only undermine the future prospects of students but also limit their opportunities to pursue higher education or career paths that require strong academic foundations.

The root causes of poor classroom management and its impact on student performance are multifaceted. Among the contributing factors are the insufficient training and qualifications of some teachers, who, despite being employed to teach, may lack the requisite skills to manage classrooms effectively. This lack of classroom control and organizational proficiency ultimately impacts students' learning experiences, resulting in disengagement, low motivation, and poor academic performance. The problem of poor academic performance has continue to affects the chance of students progressing with their education which is an impediment to the goals of secondary education and can also affects students ability to gain admission into the course of their choices at tertiary level. Hence this problem requires urgent attention and against the background the researcher intends to find out the influence of classroom management style on senior secondary students performance in Jos North Local Government Area.

## **1.2 Aim and Objectives of the Study**

The aim of this study is to investigate the influence of Classroom Management style on senior secondary students' performance in Jos North Local Government Area. The specific objectives of the study include;

1. find out the types of classroom management styles used by teachers in senior secondary schools in Jos North Local Government area
2. determine the influence of classroom management style on performance of senior secondary school students
3. identify the causes of poor classroom management
4. suggest ways of improving teachers' classroom management for improved students' performance

## **1.3 Research Questions**

The following research questions are raised in order to guide the study:

1. What are the types of classroom management styles used by teachers in senior secondary schools in Jos North Local Government area?
2. What is the influence of classroom management style on performance of senior secondary

school students?

3. What are the causes of poor classroom management?
4. What are the ways of improving teachers' classroom management for improved students' performance?

#### **1.4 Hypotheses**

The following hypotheses will be tested at 0.05 level of significant

1. There is no significant difference between classroom management style of teachers and students academic performance in secondary school
2. There is no significant difference between the types of classroom management styles and the causes of poor classroom management

#### **1.5 Theoretical/Conceptual Framework**

The theory underpinning this study is B.F. Skinner's Operant Conditioning Theory, propounded by Burrhus Frederic Skinner in 1938. Skinner's Operant Conditioning Theory is based on the principle that behaviour is shaped by its consequences. The theory posits that individuals learn through reinforcement and punishment, which influence the likelihood of a behaviour recurring. It introduces three key mechanisms of behaviour modification: positive reinforcement, where desirable behaviours are encouraged through rewards; negative reinforcement, where undesirable behaviours are reduced by removing negative stimuli; and punishment, which discourages unwanted behaviours by introducing unpleasant consequences. Skinner emphasized the role of immediate feedback and consistent reinforcement in shaping behaviour, arguing that repeated associations between behaviour and consequences create lasting behavioural patterns. Additionally, the theory highlights the importance of schedules of reinforcement, such as continuous and intermittent reinforcement, in sustaining disciplined behaviour over time.

The Operant Conditioning theory is directly related to this study, as classroom management styles significantly influence student behaviour, engagement, and academic performance. Teachers use different classroom management strategies, such as structured rules, reward systems, and disciplinary measures, which align with Skinner's reinforcement and punishment principles. For instance, a teacher who consistently rewards good behaviour (e.g., participation, punctuality) with praise or incentives reinforces positive conduct, leading to improved classroom discipline and better academic outcomes. Similarly, applying appropriate consequences for disruptive behaviour ensures that students understand expectations and consequences, thereby fostering a conducive learning environment. Since student performance is often linked to classroom organization, discipline, and teacher-student interactions, Skinner's theory provides a framework for understanding how classroom management styles shape student behaviour and academic success.

The relevance of the theory to this study lies in its application to effective classroom management as a tool for enhancing student performance. A well-managed classroom promotes structure, reduces distractions, and encourages active learning, all of which are crucial for academic achievement. By implementing reinforcement strategies, teachers can motivate students, instil self-discipline, and create an engaging learning atmosphere.

## **II. Review of Literatures**

### **2.1 Meaning of Classroom Management Style**

Classroom management style refers to the strategies, techniques, and approaches teachers employ to create and maintain an environment conducive to learning. It encompasses

the methods used to organize the classroom, manage student behavior, and foster a positive learning atmosphere. According to Marzano (2019), classroom management is not merely about discipline but involves a holistic approach to ensuring that students are engaged, motivated, and focused on achieving academic goals. Effective classroom management styles are characterized by clear expectations, consistent routines, and the ability to address disruptions promptly while maintaining a supportive environment. Marzano's research suggests that well-managed classrooms contribute significantly to student achievement by reducing anxiety and confusion, thereby allowing students to focus on learning.

The concept of classroom management style is rooted in the understanding that every teacher has a unique way of interacting with students and handling classroom dynamics. As noted by Emmer and Sabornie (2020), these styles are influenced by a teacher's personality, teaching philosophy, and the specific needs of their students. For instance, some teachers may adopt an authoritative style, setting clear rules and expectations while remaining approachable, fostering both structure and support. Others may prefer a more democratic approach, encouraging student participation in decision-making processes and fostering a sense of responsibility among students. On the other hand, some educators may employ a *laissez-faire* style, granting students a high degree of autonomy, which can be effective in certain settings but may lead to a lack of structure if not managed properly. Regardless of the specific style, the ultimate goal is to create a structured yet flexible environment that promotes learning and minimizes disruptions. Recent studies have emphasized the evolving nature of classroom management in response to changing educational landscapes. For example, the integration of technology in classrooms has necessitated new management strategies to address digital distractions and ensure that students remain focused on learning tasks (Smith & Johnson, 2021). With the increasing use of laptops, tablets, and smartphones in educational settings, teachers are required to implement innovative strategies to keep students engaged while mitigating potential distractions. Digital monitoring tools, structured screen time, and interactive learning platforms have emerged as solutions to maintain student focus and enhance participation.

## **2.2 Types of Classroom Management Styles**

Classroom management styles deals with how teachers manage their classroom which varies from teachers to teacher. There are different classifications of classroom management styles where some scholars classified it into 4 some classified it into 5 and others classify it in various classes. For the purpose of this study the concentration will be on four classifications and types which are authoritative, authoritarian, permissive, and indifferent. Each style has distinct characteristics, underlying philosophies, and implications for student behavior, academic performance, and overall classroom dynamics. Understanding these styles is crucial for educators, as the choice of management approach can significantly influence the learning environment and the outcomes for students.

The authoritative style is often regarded as the most effective and balanced approach to classroom management. Teachers who adopt this style set clear expectations, rules, and consequences while maintaining a warm, supportive, and approachable demeanor. They encourage student autonomy, foster open communication, and actively involve students in decision-making processes. Research by Walker and Graham (2021) highlights that authoritative management fosters a positive classroom climate, enhances student motivation, and promotes self-regulation. For example, a teacher using this style might establish a rule that students must complete their assignments on time but also provide flexibility by allowing them to choose topics for projects or work in groups. This approach not only maintains

structure but also empowers students to take ownership of their learning, leading to higher levels of engagement and academic achievement.

In contrast, the authoritarian style is characterized by strict control, rigid rules, and minimal student input. Teachers who adopt this approach often prioritize order and discipline above all else, using punitive measures to enforce compliance. While this style may reduce disruptive behavior in the short term, it often leads to negative long-term consequences, such as resentment, fear, and disengagement among students (Lewis et al., 2021). For instance, a teacher who strictly enforces silence during lessons without explaining the rationale behind the rule may create an environment where students comply out of fear rather than understanding. This can stifle creativity, discourage critical thinking, and hinder the development of positive teacher-student relationships. Over time, students in such classrooms may become passive learners, lacking the motivation and confidence to participate actively in their education.

The permissive style, on the other hand, involves low control and high support, allowing students considerable freedom but often resulting in a lack of structure and accountability. Teachers who adopt this approach may prioritize building positive relationships with students over maintaining order, leading to chaotic classrooms and inconsistent academic outcomes (Jones & Jones, 2019). For example, a permissive teacher might allow students to choose their own seating arrangements without clear guidelines, leading to distractions and disruptions during lessons. While this style may create a relaxed and friendly atmosphere, it often fails to provide the structure necessary for effective learning. Students in permissive classrooms may struggle with self-discipline and time management, as they are not held accountable for their actions or academic responsibilities.

### **2.3 Influence of Classroom Management Style on Students' Academic Performance**

Classroom management style is a fundamental component of the teaching and learning process, significantly influencing students' academic performance. The ability of teachers to establish a well-structured, engaging, and supportive learning environment is closely linked to students' motivation, behaviour, and overall achievement. Classroom management encompasses a variety of strategies, including establishing clear rules, implementing effective disciplinary techniques, fostering student engagement, and using instructional time efficiently (Isyaku et al, 2024). The approach adopted by teachers in managing their classrooms can either facilitate or hinder academic success, making it a crucial area of focus in educational research and practice.

Research has consistently shown that effective classroom management creates an environment conducive to learning by minimising disruptions and promoting positive student behaviour. According to Marzano (2019), teachers who employ authoritative management styles characterised by a balance between high expectations and supportive relationships tend to have better student academic outcomes. This management style is rooted in clear expectations, consistent routines, and positive reinforcement, which help students develop self-discipline and accountability. Through the establishment of structured yet supportive classroom environments, students feel a sense of security, allowing them to concentrate on learning tasks and participate actively in academic activities. Furthermore, authoritative classroom management promotes student engagement by encouraging collaborative learning, fostering intrinsic motivation, and enhancing student-teacher relationships, all of which contribute to improved academic performance.

Conversely, ineffective classroom management styles, such as authoritarian or permissive approaches, have been linked to negative educational outcomes. An authoritarian

approach, which relies on strict control, punitive measures, and minimal student input, often results in a fear-based learning environment that discourages creativity and critical thinking. Lewis et al. (2021) argue that students subjected to rigid and punitive classroom management strategies may exhibit disengagement, anxiety, and a lack of motivation, ultimately leading to poor academic performance. On the other hand, permissive management styles, which lack structure, discipline, and accountability, can create chaotic learning environments where students struggle to focus and achieve academic success.

### **III. Research Methods**

This study adopted a survey research design, specifically a cross-sectional survey research design. Cross-sectional survey research is a quantitative research design that involves the collection of data from a sample of individuals or entities at a single point in time. The rationale behind adopting this design was its suitability in obtaining current data or information about present issues or problems. In a cross-sectional survey, a representative sample was selected from the population of interest. Thus, it was the most suitable research design for assessing the influence of classroom management style on senior secondary students' performance in Jos North Local Government Area. The population of this study comprised 1,231 Senior Secondary School (SS II) students in the 22 registered public secondary schools in Jos North Local Government Area of Plateau State, Nigeria. The study population included both male and female students to ensure a comprehensive representation of the target group. From this population, a sample of 200 SS II students was selected from ten public secondary schools out of the 22 registered public schools in Jos North LGA. The study sample included students of both genders across the ten selected schools selected using simple random sampling to ensure that every school and student had an equal chance of being selected for the study.

The instrument used for data collection was a structured questionnaire titled "Students Questionnaire on Teachers' Classroom Management Style and Students' Academic Performance Questionnaire" (SQTCM). This structured questionnaire, also referred to as a close-ended questionnaire, was divided into two sections: A and B. Section A of the instrument focused on respondents' demographic information, such as gender, age, and school. Section B, which was analytical in nature, contained 20 items structured on a four-point scale: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The items in Section B were structured in alignment with the study objectives, research questions, and hypotheses stated in Chapter One of the study. The validity of the instrument was established through expert review. The questionnaire underwent content validation by two experts in Educational Measurement and Evaluation from the University of Jos. These experts assessed the instruments for clarity, relevance, and adequacy in measuring the intended constructs. Their feedback was used to refine the instrument before its final administration. The reliability of the instrument was determined through the internal consistency method using the split-half technique and the reliability index was established at 0.76. Direct method of data collection was used in collecting data in the study. The collected data were analysed using both descriptive and inferential statistical methods. Descriptive statistics, including mean, standard deviation, and percentages, were used to summarise demographic information and responses to the questionnaire. Research questions were answered using mean and standard deviation, while t-test statistics were employed to test the hypotheses.

## IV. Results and Discussion

### 4.1 Results

This chapter discussed the results of the analysis from the study. The chapter discussed this under two major sub-themes which are results and discussion

**Research Question 1: What are the types of classroom management styles used by teachers in senior secondary schools in Jos North Local Government Area?**

**Table 1.** Answer to Research Question One

S/N	Item	No. of Respondents (N=200)	Mean	SD	Decision
1	My teacher sets clear rules and expectations for students.	200	3.45	0.75	Agree
2	My teacher ensures that all students follow classroom rules.	200	3.38	0.80	Agree
3	My teacher involves students in creating classroom rules.	200	2.90	0.95	Agree
4	My teacher uses more punishment than positive reinforcement.	200	2.50	1.10	Disagree
5	My teacher allows students to express their opinions in class.	200	3.20	0.85	Agree
<b>Cumulative Mean</b>			<b>3.09</b>		

The findings suggest that teachers in senior secondary schools in Jos North generally adopt structured classroom management styles. Most students agree that teachers set clear rules and expectations and ensure students follow them. There is also moderate student involvement in rule-making, though the level of engagement could be improved. The mean score of 2.50 on punishment-based discipline indicates that while some teachers use punishment, it is not the dominant approach. Overall, teachers tend to allow students to express their opinions, which aligns with a more participatory and inclusive classroom environment.

**Research Question 2: What is the influence of classroom management style on the performance of senior secondary school students?**

**Table 2.** Response to Research Question two

S/N	Item	No. of Respondents (N=200)	Mean	SD	Decision
6	I perform better when my teacher maintains order in the classroom.	200	3.65	0.70	Agree
7	I feel comfortable and motivated in a well-organised classroom.	200	3.50	0.80	Agree
8	It is hard to concentrate when my class is noisy and disorganised.	200	3.75	0.65	Agree
9	When my teacher is fair but strict, I find it easier to focus.	200	3.60	0.75	Agree

S/N	Item	No. of Respondents (N=200)	Mean	SD	Decision
10	A disruptive classroom environment affects my academic performance.	200	3.80	0.60	Agree
<b>Cumulative Mean</b>			<b>3.66</b>		

The results indicate that effective classroom management significantly impacts student performance. The high cumulative mean suggests that students perform better when their teachers maintain order, provide structure, and foster a well-organised learning environment. Students find it difficult to concentrate in a noisy and disorganised classroom, reinforcing the importance of discipline in academic achievement. Additionally, the findings highlight that a fair but strict teacher approach improves student focus and motivation. The data confirm that a disruptive classroom environment negatively affects student performance, supporting the argument for strict but fair classroom management policies.

### Research Question 3: What are the causes of poor classroom management?

**Table 3.** Response to Research Question Three

S/N	Item	No. of Respondents (N=200)	Mean	SD	Decision
11	My teacher does not always enforce class rules.	200	2.75	1.05	Agree
12	Some students misbehave because they do not respect the teacher.	200	3.40	0.90	Agree
13	My teacher does not correct students when they break the rules.	200	2.55	1.10	Disagree
14	My class is overcrowded, making it difficult to maintain order.	200	3.55	0.85	Agree
15	Some teachers struggle to control the class because they are not firm.	200	3.30	0.95	Agree
<b>Cumulative Mean</b>			<b>3.11</b>		

The analysis reveals that several factors contribute to poor classroom management in senior secondary schools. A significant issue is that some teachers do not always enforce class rules consistently, leading to instances of student misbehaviour. Furthermore, the study identifies student disrespect toward teachers as a major contributor to disorder in the classroom. Overcrowded classrooms are another major challenge, making it difficult for teachers to maintain order and control. Some teachers also struggle to assert their authority, which weakens discipline in the classroom. The overall findings suggest that poor enforcement of rules, large class sizes, and teacher firmness are critical areas that need improvement to enhance classroom management.

### Research Question 4: What are the ways of improving teachers' classroom management for improved students' performance?

**Table 4.** Response to Research Question Four

S/N	Item	No. of Respondents (N=200)	Mean	SD	Decision
16	Teachers should strictly enforce classroom rules.	200	3.70	0.65	Agree
17	Teachers should reward students who follow classroom rules.	200	3.60	0.70	Agree
18	Teachers should involve students more in class activities.	200	3.55	0.75	Agree
19	Teachers should be approachable while maintaining discipline.	200	3.50	0.80	Agree
20	My teacher should use better strategies instead of punishment to manage the class.	200	3.40	0.85	Agree
<b>Cumulative Mean</b>			<b>3.55</b>		

The results indicate that students strongly agree on several strategies for improving classroom management. Strict enforcement of classroom rules is identified as a key factor in maintaining order and discipline. Positive reinforcement, such as rewarding well-behaved students, is seen as an effective way to encourage good behaviour. Additionally, students believe that involving them in classroom activities and decision-making can enhance their engagement and cooperation. The findings also suggest that teachers should balance approachability with discipline, ensuring that students feel comfortable yet accountable for their actions. Lastly, there is strong support for using alternative discipline strategies rather than relying solely on punishment, as a more constructive approach can create a better learning atmosphere.

#### 4.2 Testing of Hypotheses

**Hypothesis One:** There is no significant difference between classroom management style of teachers and students' academic performance in secondary school.

**Table 5.** t-test Statistical Test of Hypothesis One

Hypothesis	Mean	SD	Mean Difference	t-value	df	P-value	Decision
Classroom management style	3.09	0.85					
academic performance	3.66	0.79	0.57	6.41	398	< .001	Reject Ho

The t-test result for the first hypothesis ( $t = 6.41$ ,  $p < .001$ ) indicates a statistically significant difference between classroom management style and students' academic performance. Since the p-value is less than .05, the null hypothesis ( $H_{01}$ ) is rejected. This suggests that classroom management style has a significant impact on students' academic performance. Teachers who implement structured classroom management strategies contribute to better student performance.

**Hypothesis Two:** There is no significant difference between the types of classroom management styles and the causes of poor classroom management.

**Table 6.** t-test Statistical Test of Hypothesis One

Hypothesis	Mean	SD	Mean Difference	t-value	df	P-value	Decision
Types of classroom management styles	3.09	0.85	0.02	0.28	398	.778	Fail to Reject Ho
Causes of poor classroom management	3.11	0.82					

The t-test result for the second hypothesis ( $t = 0.28$ ,  $p = .778$ ) indicates no statistically significant difference between the types of classroom management styles and the causes of poor classroom management. Since the p-value is greater than .05, we fail to reject the null hypothesis ( $H_0$ ). This means that the types of classroom management styles do not significantly differ from the causes of poor classroom management, suggesting that these factors may be interrelated but not distinctively different in their effects.

### 4.3 Discussion of Findings

The findings from this study reveal significant insights into the impact of classroom management styles on students' academic performance in senior secondary schools. The analysis of the research questions showed that teachers employ different classroom management styles, ranging from authoritarian to democratic approaches. The study found that teachers who set clear rules and expectations while allowing students to participate in decision-making foster a more conducive learning environment. This aligns with the findings of Adewale and Adebayo (2020), who emphasised that a participatory classroom management style enhances student engagement and academic success. Conversely, excessive use of punitive measures without positive reinforcement was found to negatively affect student motivation, corroborating the work of Hill and Haggart (2020), who identified harsh disciplinary approaches as detrimental to student performance.

Furthermore, the study found that classroom management styles significantly influence students' academic performance. A well-structured and orderly classroom environment enhances students' ability to concentrate and learn effectively. This finding supports the work of Jones and Jones. (2019), who highlighted that effective classroom management contributes to improved student outcomes. The hypothesis test confirmed a significant difference between teachers' classroom management styles and students' academic performance, refuting the null hypothesis. This is consistent with the research of Lewis et al (2021), which found a strong correlation between classroom discipline and students' achievement levels.

Regarding the causes of poor classroom management, the study identified factors such as lack of enforcement of class rules, student indiscipline, overcrowded classrooms, and ineffective teacher authority. These findings are supported by the work of Martin and Loomis (2016), who asserted that class size and teacher competence are major determinants of effective classroom management. The second hypothesis, which examined the relationship between classroom management styles and causes of poor classroom management, was also found to be significant, indicating that management styles directly affect classroom order and student discipline. This aligns with the study of Prain and Deed (2019), who reported that ineffective classroom management leads to increased student misbehaviour and decreased academic focus.

The study further revealed that improving teachers' classroom management through strict but fair rule enforcement, student involvement, and positive reinforcement strategies can

significantly enhance students' academic performance. This supports the conclusions of Smith and Johnson (2021), who found that when teachers adopt proactive classroom management strategies, students demonstrate better academic outcomes. In sum, the study underscores the importance of effective classroom management in fostering a positive learning environment, which is crucial for students' academic success.

#### **4.4 Summary of Major Findings**

From the data collected and analysed in the study the following were revealed that;

1. Effective classroom management positively influences students' academic performance by creating an organised and focused learning environment.
2. Teachers employ various management styles, including authoritarian, democratic, and laissez-faire, with democratic management proving to be the most effective in maintaining discipline and enhancing student performance.
3. Poor classroom management is caused by factors such as inconsistent rule enforcement, student indiscipline, and overcrowded classrooms, which negatively affect learning outcomes.
4. Key strategies for improving classroom management include consistent rule enforcement, positive reinforcement, student involvement in activities, and the use of alternative disciplinary measures.

### **V. Conclusion**

The study concludes that effective classroom management is crucial for enhancing students' academic performance in secondary schools. Teachers who establish clear rules, enforce discipline consistently, and create an engaging learning environment significantly contribute to better student outcomes. The findings reveal that democratic classroom management, which balances structure and student participation, is the most effective approach. However, challenges such as overcrowded classrooms, lack of rule enforcement, and student indiscipline hinder effective management. To address these issues, teachers should adopt proactive strategies, including positive reinforcement, student engagement, and alternative disciplinary measures, to foster a conducive learning atmosphere that promotes academic success.

#### **Recommendations**

From the study findings the following recommendations were proposed

1. Teachers should adopt a balanced classroom management style that combines clear rule-setting with student involvement to create a conducive learning environment and enhance student engagement.
2. Schools should implement strict but fair discipline policies that maintain order in classrooms, as a well-managed classroom positively influences students' academic performance.
3. Measures should be taken to address causes of poor classroom management, such as overcrowding and lack of rule enforcement, by providing adequate classroom space and training teachers in effective classroom control strategies.
4. Teachers should prioritise positive reinforcement and interactive teaching methods rather than excessive punishment to improve classroom management and boost student motivation and performance.

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