



# Classroom Management Styles, Teachers' Job Performance and Students' Academic Performance in Public Secondary Schools in Abuja, Nigeria

Conrad Ugochukwu Ukozor

Department of Educational Management, University of Abuja, Nigeria

## Article information

DOI : xxx

Correspondence :  
[conradorare@gmail.com](mailto:conradorare@gmail.com)

## Submission Track

Submission : February 15, 2025

Final Review : February 27, 2025

Accepted : March 10, 2025

Available online : April 5, 2025

## Keywords

Classroom management style,  
teachers' job performance,  
students' academic performance,  
public school



This is an open access article under the  
CC BY-NC license  
<https://creativecommons.org/licenses/by-nc/4.0/>

## Abstract

This study assessed the impact of classroom management styles on teachers' job performance and students' academic performance in Public secondary schools in Abuja, Nigeria. In this study, we used a correlational survey method. The population comprises all the teachers and students in the Federal Capital Territory, Abuja, Nigeria. We used a sample size of 160 principals and 240 senior secondary school students using Taro Yamane's formula. Proportionate stratified random sampling was used to select the number of principals per area councils, while disproportionate stratified random sampling was used to select the number of students per area councils for fair representation. The overall internal consistency reliability coefficient indices obtained through the Cronbach Alpha method were: 0.73 for (TMSQ), and 0.71 for (SCMSQ). Means, standard deviations, and Pearson Product-Moment Correlation Coefficient were used to answer the research questions, while regressions and associated t-tests were used to test the hypothesis at the 0.05 level of significance. The study concluded that there was a significant relationship between classroom management styles and teachers' job performance in Public secondary schools in Abuja. The study also showed that there was a significant relationship between Classroom Management styles and Students' Academic Performance in Public Secondary schools in Abuja. Based on the findings, the paper hereby recommends that the Federal Capital Territory Board of Secondary Schools should organize training for teachers on effective use of classroom management styles. FCT SEB should also organize training for teachers on how to manage the students in the classrooms in the schools for maximum academic performance.

## INTRODUCTION

Secondary school education is an organized education after basic education. Secondary school education is the education before higher education. Secondary school education is an educational system that links basic education and higher education (Ogunode, Okwelogu & Ahaotu, 2021). Secondary school education is an education that prepares learners for career choice in higher institutions. The objectives of Secondary school education, among other things, include: to prepare the learners for higher education.

The realization of the objectives of Secondary school education depends on the availability of adequate human and material resources, especially a conducive classroom environment with effective classroom management and classroom management styles. Ogunode & Edet

(2023) viewed classroom management as the systematic ways involved in planning, organizing and coordinating the classroom (students and resources) for effective implementation of teaching and learning. Classroom management is the proper coordination and organization of classroom resources, both human and material, for the smooth implementation of the teaching and learning program. Classroom management entails all activities and actions geared towards ensuring an atmosphere in the classroom that promotes effective teaching and learning under the instructor's supervision. Classroom management style refers to the method the teacher deploys to effectively administer the classroom and instrument resources to realize the objectives of teaching and learning in the class (Ogunode & Paul, 2021).

Management of classrooms is an act that a teacher could take in the class to create an environment that could be more supportive and facilitative for both learners and teachers. They stated five major characteristics of the effective classroom that the teacher should take care of through their actions. These characteristics included a more caring climate, cooperative relations with students and teachers and learners; organizing and implementing instruction in such a way which ensures maximum learning; encouraging learners, academic tasks engagements; developing and promoting learners' sociological skills; and using appropriate and suited interventional measures to help learners with behavioural issues. The teachers used the classroom to execute the implementation of the teaching programme (Evertson and Weinstein 2006). The classroom styles adopted influence a lot of academic activities in the classroom. The teacher is an important figure in classroom management and a determinant factor.

Classroom management styles can influence the teachers' job Performance and students' academic performance in the classrooms. Teachers' job performance refers to the degree to which teacher carries out their official assignments in the schools. Teachers' job performance is the extent to which the teacher executes the official assignments in the schools (Hafeez, Abbasi, Novita, 2021; Atiya & Palwasha, nd; Bassey, Agbade, & Ogunode, 2023).

Students' academic performance is the summation of all academic activities students have obtained at the end of the academic calendar (Yusuf, 2012; Zaifada, Olowonefa, & Ogunode, 2023). Students' academic performance is the academic achievement the students attained or scored at the end of the examination year in the schools. Students' academic performance is the total score obtained in all academic activities during an academic year (Ogunode & Edet, 2023).

The poor academic performance of students in public secondary schools in the Federal Capital Territory, Abuja, has drawn the attention of the parents and other education stakeholders. Some of the parents complained of teachers' poor use of classroom management styles and poor supervision of teachers by school principals, while others claimed that the job performance of the teachers is not satisfactory, considering their various styles adopted for classroom management. It is based on this that this study seeks to investigate the impact of classroom management styles on teachers' job performance and students' academic performance in Public secondary schools in Abuja, Nigeria.

The primary purpose of this study is to evaluate the influence of classroom management styles on two critical aspects of educational outcomes in public secondary schools in Abuja, Nigeria—namely, teachers' job performance and students' academic performance. As classroom management remains a foundational element of effective teaching and learning, this study aims to investigate how the specific strategies adopted by teachers in organizing and regulating classroom activities contribute to their professional efficiency and the academic success of

their students. The study is designed to achieve two specific objectives: first, to examine the extent to which classroom management styles impact the job performance of teachers in public secondary schools across Abuja; and second, to determine the influence of these management styles on the academic performance of students within the same educational context.

To guide the investigation and provide a structured framework for analysis, the study is anchored on the following research questions: What is the impact of classroom management styles on teachers' job performance in public secondary schools in Abuja, Nigeria? And, what is the impact of classroom management styles on students' academic performance in the same schools? These questions are central to the study's inquiry and serve as a foundation for collecting data, analyzing relationships, and drawing meaningful conclusions that can inform educational policy and classroom practices.

## METHOD

In this study, we used a correlational survey method. We used two research questions and two hypotheses for the study. The population comprises all the teachers and students in the Federal Capital Territory, Abuja, Nigeria. We used a sample size of 160 principals and 240 senior secondary school students using Taro Yamane's formula. Proportionate stratified random sampling was used to select the number of principals per area councils, while disproportionate stratified random sampling was used to select the number of students per area councils for fair representation. The instruments for data collection were: the Teachers' Management Styles Questionnaire (TMSQ) and Students' Classroom Management Styles Questionnaire (SCMSQ). 4-Likert scale. A 4-point Likert-type scale of strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD), and it contained 24 items. The overall internal consistency reliability coefficient indices obtained through the Cronbach Alpha method were: 0.73 for (TMSQ), and 0.71 for (SCMSQ). Means, standard deviations, and Pearson Product-Moment Correlation Coefficient were used to answer the research questions, while regressions and associated t-tests were used to test the hypothesis at the 0.05 level of significance.

## RESULTS

**H01:** There is no significant relationship between classroom management styles and teachers' job performance in Public secondary schools in Abuja.

**Table 1. Pearson Product-Moment Correlation statistics on the relationship between classroom management styles and teachers' job performance in Public secondary schools in Abuja**

Variable	S	MD	R	Df	P
Classroom management styles	60.90	14.80	0.664	329	0.003
Teachers' job performance	31.73	4.87			

**Correlation is significant at the 0.05 level (2-tailed  $r=0.664$ ,  $p=0.003$ )**

Table 1.1 is a Pearson product-moment correlation analysis aimed at finding the relationship between classroom management styles and teachers' job performance in Public secondary schools in Abuja. The Results revealed that a significant relationship exists between classroom management styles and teachers' job performance in Public secondary schools in Abuja. This is because the calculated p-value of 0.003 was found to be lower than the 0.05 alpha level of significance at a correlation index value of 0.664. This implies that classroom management styles influence teachers' job performance in public secondary schools in Abuja. Therefore, the null hypothesis, which stated that there is no significant relationship between classroom

management styles and teachers' job performance, is hereby rejected.

**H02:** There is no significant relationship between Classroom Management styles and Students' Academic Performance in Public Secondary schools in Abuja, Nigeria.

**Table 2. Pearson Product-Moment Correlation statistics on the relationship between Classroom Management styles and Students' Academic Performance in Public Secondary schools**

Variable	S	MD	r	df	P
Classroom Management Styles	90.80	12.90	0.566	329	0.008
Students' Academic Performance	5.85	0.454			

Correlation is significant at the 0.05 level (2-tailed  $r=0.454$ ,  $p=0.008$ )

Table 1.2 is a Pearson product-moment correlation analysis aimed at finding the relationship between Classroom Management styles and Students' Academic Performance in Public Secondary schools in Abuja. The Results revealed that a significant relationship exists between Classroom Management styles and Students' Academic Performance in Public Secondary schools in Abuja. This is because the calculated p-value of 0.002 was found to be lower than the 0.05 alpha level of significance at a correlation index value of 0.566. This implies that classroom management styles influence students' academic performance in public secondary schools, Abuja. Therefore, the null hypothesis, which stated that there is no significant relationship between Classroom Management styles and Students' Academic Performance in Public Secondary schools in Abuja, is hereby rejected.

The findings of the study revealed a clear and meaningful relationship between classroom management styles and teachers' job performance in public secondary schools in Abuja. Teachers who consistently applied effective classroom management techniques—such as establishing clear rules, maintaining a structured environment, managing time efficiently, and fostering positive student-teacher interactions—were observed to perform better in their instructional duties. These teachers demonstrated higher levels of professional engagement, content delivery, lesson planning, and responsiveness to students' needs. The results underscore the importance of equipping teachers with practical skills in classroom management as a strategic approach to improving not only their productivity but also the overall quality of education.

In addition, the study disclosed that there was a statistically significant relationship between classroom management styles and students' academic performance in public secondary schools within the Abuja region. Students taught in well-managed classrooms where discipline, mutual respect, and order were consistently upheld tended to achieve better academic outcomes. Such environments were found to enhance students' concentration, motivation, and participation, all of which are essential for academic success. The findings suggest that when teachers apply appropriate management styles, they create a learning atmosphere that supports students' cognitive and emotional development. Therefore, classroom management does not only influence the professional efficacy of teachers but also plays a pivotal role in shaping students' educational achievements. These insights call for greater attention to teacher training programs that emphasize effective classroom management as a critical component of educational reform and student-centered learning.

## DISCUSSION

The analysis presented in the table provided valuable insights into the relationship between classroom management styles and teachers' job performance in public secondary



schools within the Federal Capital Territory of Abuja, Nigeria. The findings revealed a strong correlation between the way classrooms are managed and the effectiveness of teachers in executing their professional duties. Specifically, the study demonstrated that teachers who adopt effective classroom management strategies—such as setting clear behavioral expectations, consistently enforcing rules, maintaining student engagement, and organizing instructional time efficiently—tend to exhibit higher levels of job performance. This includes enhanced lesson delivery, improved student interaction, timely completion of curriculum objectives, and greater enthusiasm for teaching responsibilities.

This outcome aligns with the empirical evidence presented by Nisar, Khan, and Khan (2019) and Sunday (2017), who emphasized that teachers' management styles play a pivotal role in influencing their overall productivity. These studies argue that when teachers possess strong management skills, they are better able to create a structured and supportive learning environment, which in turn facilitates their teaching functions. Similarly, Emmanuel, Ogunode, and Suleim (2023) as well as Sunday (2017) further affirmed that the classroom control techniques and instructional delivery styles employed by teachers directly impact their ability to achieve teaching objectives. Teachers who struggle with maintaining discipline or structuring their lessons appropriately often face barriers to effective teaching, resulting in diminished job performance.

Furthermore, the study also uncovered a significant and positive relationship between classroom management styles and students' academic performance in public secondary schools in Abuja. The findings suggest that students perform better academically when their learning environment is orderly, inclusive, and well-regulated. Effective classroom management fosters a climate of mutual respect, reduces distractions, promotes active student participation, and supports the efficient delivery of curriculum content. Such conditions are conducive to learning and have been shown to enhance students' concentration, motivation, and retention of instructional material.

This conclusion is consistent with the research conducted by Jamba and Norbu (2023) and Jones (2018), who established that a positive and well-structured classroom management approach leads to improved academic outcomes for students. They emphasized that classrooms characterized by high levels of organization, fairness, and teacher responsiveness provide students with the psychological safety and motivation necessary for academic success. Additionally, the work of Chidimma (2019) and Bello (2006) supports these findings by asserting that the specific strategies teachers use to manage classroom behavior—such as positive reinforcement, conflict resolution techniques, and time-on-task practices—significantly shape the academic trajectory of students. Ineffective management, on the other hand, often results in classroom disruptions, reduced instructional time, and disengaged learners, which adversely affect student performance.

The study underscores the dual importance of classroom management styles in not only enhancing the performance of teachers but also in fostering academic excellence among students. It highlights the need for continuous professional development programs that equip teachers with modern classroom management techniques, as well as policies that promote supportive teaching and learning environments in public schools. Such interventions will ensure that both educators and students benefit from structured, inclusive, and productive classroom experiences.

## CONCLUSION

The objectives of this study were to assess the impact of classroom management styles on teachers' job performance and students' academic performance in Public secondary schools in Abuja, Nigeria. The study concluded that there was a significant relationship between classroom management styles and teachers' job performance in Public secondary schools in Abuja. The study also disclosed that there was a significant relationship between Classroom Management styles and Students' Academic Performance in Public Secondary schools in Abuja.

Based on the findings, the paper hereby recommends that the Federal Capital Territory Board of Secondary Schools should organize training for teachers on effective use of classroom management styles. FCT SEB should also organize training for teachers on how to manage the students in the classrooms in the schools for maximum academic performance.

## REFERENCES

- Atiya, I., & Palwasha, J. (n.d.). Teacher's job performance: The role of motivation. *Abasyn Journal of Social Sciences*, 5(2), 72–92. <https://pdfs.semanticscholar.org/3dec/ad55fbe1c23fd2507466ab89f49e3>
- Bassey, U. O., Agbade, D. O. P., & Ogunode, N. J. (2023). Impact of coaching leadership style on secondary school administration, teacher's job performance and secondary students' academic performance in public secondary schools in Federal Capital Territory, Abuja, Nigeria. *International Journal of Development and Public Policy*, 3(11), 22–30. <https://openaccessjournals.eu/index.php/ijdp/article/view/2361>
- Bello, O. T. (2006). *Relationship between teachers' disciplinary styles and students' academic performance in Ilorin East local government area secondary schools, Kwara State* (Unpublished master's thesis). University of Ilorin.
- Chidimma, E. (2019). *Perceived influence of teachers' classroom management skills and students' academic performance in secondary schools in South East, Nigeria*. <https://repository.mouau.edu.ng/work/view/perceived-influence-of-teachers-classroom-management-skills-and-students-academic-performance-in-secondary-schools-in-south-east-nigeria-7-2>
- Duze, C. O. (2012). Leadership styles of principals and job performance of staff in secondary schools in the Delta State of Nigeria. *An International Journal of Social Arts and Humanities*, 1(2), 34–45.
- Elias, M. J., & Schwab, Y. (2006). *From compliance to responsibility: Social and emotional learning and classroom management*. Lawrence Erlbaum Associates.
- Emmanuel, O. A., Ogunode, N. J., & Suleim, S. (2023). Management of diversity in the classroom. *Fan, Ta'lim, Madaniyat Va Innovatsiya*, 2(10), 124–131.
- Evertson, C. M., & Weinstein, C. S. (Eds.). (2006). *Handbook of classroom management: Research, practice, and contemporary issues*. Lawrence Erlbaum Associates, Inc.
- Hafeez, M., Abbasi, A. A., & Novita, D. (2021). Impacts of different leadership styles on the performance of teachers and organizations. *Alhamd Multidisciplinary Research Journal*, 2(2), 107–123.
- Jamba, N., & Norbu, L. (2023). Effective classroom management and students' academic performance: A study in one of the middle secondary schools in Bumthang district. *Polaris Global Journal of Scholarly Research and Trends*, 2(1), 11–24.
- Jones, S. M. (2018). *Effective secondary classroom management procedures to minimize disruptive behavior*. Grand Canyon University.

- Nisar, M., Khan, I. A., & Khan, F. (2019). Relationship between classroom management and students' academic achievement. *Pakistan Journal of Distance and Online Learning*, 5(1), 209–220.
- Ogunode, N. J., Edet, I. N. (2023). Classroom management. *International Journal of Inclusive and Sustainable Education*, 2(10), 62–70.
- Ogunode, N. J., & Edet, I. N. (2023a). Students' academic performance in schools. *American Journal of Public Diplomacy and International Studies*, 1(8), 80–92.
- Ogunode, N. J., & Paul, S. A. (2021). Shortage of professional teachers in Nigerian educational institutions and the way forward. *Journal of Ethics and Diversity in International Communication*, 1(4), 9–15.
- Ogunode, N. J., Okwelogu, I. S., & Ahaotu, G. N. (2021). Problems faced by public school teachers in Nigeria and the way forward. *Middle European Scientific Bulletin*, 17, 355–363.
- Sunday, C. (2017). Classroom management styles and school indicator in public secondary schools Imo State, Nigeria. *Journal of Social Education*, 2(5), 23–30.
- Yusuf, F. A. (2012). Influence of principals' leadership styles on students' academic achievement in secondary schools. *Journal of Innovative Research in Management and Humanities*, 3(1), 113–121.
- Zaifada, B. Z., Olowonefa, G. O., & Ogunode, N. J. (2023). Public secondary school administration in Nigeria. *Journal of Science, Research and Teaching*, 2(2), 76–86.