

IMPACT OF TEACHERS CLASSROOM MANAGEMENT STYLES ON STUDENT'S ACADEMIC OUTCOME IN PUBLIC SECONDARY SCHOOLS IN ESANLAND EDO STATE

Okosun Mercy & Imoroa, Oladele Victor

Department Of Educational Foundations And Management, Faculty of Education, Ambrose Alli University, P.M.B 14, Ekpoma, Edo State, Nigeria

Abstract

This study explored how teachers' classroom management styles affect students' academic performance in public secondary schools in Esanland, Edo State. Specifically, the study looked at the level of students' academic performance, the common classroom management styles used by teachers in the area and the relationship between these styles and students' academic outcome. Two instruments were used for data collection: Teachers' Classroom Management Style Questionnaire (TECMASQ) and the 2023/2024 National Examination Council (NECO) results in Mathematics and English Language from selected schools. The questionnaire was validated through expert review to ensure its face and content validity. The split-half method was used to check the reliability of the instrument and the scales was found suitable for the study with reliability value of 0.76. Descriptive statistics such as mean and standard deviation were used to answer research question 1 and 2 while Pearson Product Moment Correlation Coefficient was used to test hypothesis 1 at a 0.05 level of significance. Findings showed that students in public secondary schools in Esanland performed well in Mathematics and English Language. It was also found that most teachers in the area used the authoritative classroom management style. Furthermore, there was a significant relationship between teachers' classroom management styles and students' outcome. Based on these findings, it was recommended that teachers should continue to use structured and interactive classroom management styles especially the authoritative style as these help improve students engagement and academic success.

keyword: Students Academic Outcome, Teachers Classroom Management Style, Public Secondary Schools in Esanland.

Introduction

Education is a powerful tool that shapes individual mind and contributes to positive national development. In every country, educating the individual learner depends on many important factors and one vital factor seems to be how the teacher manages the classroom. The classroom is where teaching and learning take place and the way the teachers manage the classroom plays a big role in helping students to learn better. Classroom management simply means the strategies and actions a teacher uses to keep students focused, maintain discipline, organize lessons and create an environment that supports learning. A teacher who manages the classroom effectively helps students learn better, perform well in school and develop good behavior. However, when a teacher is unable to manage the classroom properly, students may become distracted, misbehave or lose interest in learning this reduces their academic outcome (Yakubu, 2023)

Academic outcome of students refers to how well they perform in their studies in terms of grades text scores and exams, how well they understand lessons taught and further more, application of knowledge gotten in real-life situations. A good academic outcome shows that students are learning well and the school system could be rated effective but when they are not doing well in school, is a signal that something is wrong either with the teaching method or the learning environment or how the classroom is being managed. Oribhabor (2022) clearly stated

that in many schools in developing countries like Nigeria, teachers often face challenges in managing classroom due to overcrowding and poor facilities. This problem affects the academic performance of students and reduces the quality of education.

Teachers' classroom management styles refer to the different ways teachers handle the classroom, control student behavior and organize learning activities. There are different styles such as the authoritative style, which combines strictness with warmth and support, the authoritarian style which is very strict and controlling, the permissive style which allows students a lot of freedom and the laissez-faire style where the teacher does very little to control the classroom. Research has shown that each of these styles has a different effect on students' academic outcome. For example, the authoritative style is often linked with higher student achievement while the laissez-faire style is usually linked with poor academic performance. Therefore, it is important for teachers to use the right management style that encourages discipline and also supports learning. Many researchers have studied how teachers' classroom management practices affect students' academic performance. Findings show that effective classroom management helps students feel safe, stay focused and motivated to learn. When teachers set clear rules and expectations, use praise, rewards and build positive relationship with students, it creates a supportive learning environment. This approach reduces distractions, increases learning time, which often leads to better academic outcomes. Mewa (2024) investigated how the school environment influences students' academic performance in public senior secondary schools in Owan West, Edo State. Using a correlational design, data were gathered from 296 students through a validated questionnaire. The study found that students' academic performance in the area was generally poor. Eguakun (2018) studied the impact of parental separation on students' academic performance in Esan Central, Edo State. The study used a descriptive survey method and involved students and teachers. The findings showed that students from separated homes had low academic performance. Aigblosimuan (2017) explored how parent's education, income and social background affect students' academic performance in Esan West, Edo State. Using a correlational research design, the study revealed that students' performance was generally low and influenced by parents' status. Ozuome et al. (2024) examined the link between self-efficacy and academic achievement among secondary school students in Imo State. The study involved 860 SS2 students and used a reliable self-efficacy scale. Results showed that students with higher self-confidence performed better in English and Mathematics. Obadiaru (2020) analyzed trends in students' performance in Computer studies in Rivers States between 2014 and 2018.

The study used existing WAEC results and found that students performed well in the subjects during the five years period. Nnamani and Oyibe (2016) studied how gender affects academic achievement in social studies in Ebonyi State. Using achievement test and statistical analysis, they found that female students generally performed better than male though both gender had high performance. Hiba (2020) explored the effects of classroom management and teaching methods on students motivation and achievement in Moroccan high schools. The study emphasized the need for planning, discipline and structure in teaching. Findings showed that poor classroom control often led to students misbehavior. Uchenna (2020) investigated how laissez-faire classroom management affects students discipline in Anambra State. The study showed a very weak and non-significant relationship between this relaxed style and student discipline. It concluded that poorly managed classroom had more behavioral issues and recommended that teachers be trained in better management strategies. Jeseph, et al (2025) studied poor academic performance in Siaya County Kenya. The study linked low KCSE results to large class sizes which negatively affected discipline and student engagement. Findings showed that interactive teaching strategies like peer tutoring and guided notes helped improve academic outcome, though their use was limited. Henrieta (2024) emphasized the need for modern classroom management in Nigeria secondary schools. The study

recommended students centered approaches such as group work, active learning and positive reinforcement to improve teaching effectiveness and student performance. Onyejekwe, et al (2025) examined how classroom management affects academic performance in public secondary schools in Anambra State. The study found that instructional techniques and motivation strategies were strong predictors of student achievement. Adaora, et al (2023) studied classroom management practices among teachers in Anambra State. They found that teachers frequently used techniques like clear communication, classroom organization and instructional monitoring to support learning. The study suggested that continuous professional development through workshops would help teachers maintain effective classroom environment.

From the discussion above, it is clear that classroom management plays a central role in shaping students' academic outcome. The way a teacher organizes the learning environment, controls behavior and delivers lessons has a strong influence on how students understand, participate and perform in their studies. When classroom management is effective, students are more likely to stay engaged, behave well and achieve good results. On the other hand, poor classroom management often leads to indiscipline, lack of concentration and low academic performance. This understanding provides the motivation for the present study. In many schools, particularly in Nigeria, issues such as overcrowded classrooms, inadequate resources and differences in teachers' management styles continue to affect the quality of education. Since students' academic outcome is one of the main measures of educational success, it becomes necessary to examine how teachers' classroom management styles educational success, it becomes necessary to examine how teachers' classroom management styles influence this outcome. The study is therefore aimed at contributing to knowledge by providing evidence on the link between classroom management and students' academic performance and by highlighting the importance of teachers adopting effective management styles that will not only improve learning but also promote national development.

Statement of the Problem

Between the year 2013 to 2022, educators and stakeholders have expressed concern about the declining level of teachers' job performance in many secondary schools in Nigeria within which Edo State is a constitutive part. Reports have shown high failure rates in core subjects such as English Language, Mathematics, Biology, Chemistry and Physics (Imhangbe, et al 2020). In Edo State, the challenge is made worse because the government has not formally recruited new teachers for more than fifteen years. Instead, temporary teachers have been hired through short-term schemes, leaving permanent teachers with heavy workloads. Interestingly, despite these challenges, students in Edo State have shown better results in external examinations. For example, a recent report by Anolu (2025) revealed that Edo State ranked among the top 12 states in Nigeria in the 2023/2024 NECO examination with a 72.83% pass rate in five credits including Mathematics and English. While this progress is commendable, it raises an important question: What has contributed to this improvement in students' academic outcomes? One key factor that may explain this progress is how teachers manage their classrooms. In Esanland, as in other class sizes, limited facilities and disruptive student behavior. To cope with these challenges, teachers adopt different classroom management styles such as authoritative, authoritarian, permissive or laissez-faire. These styles may have different effects on how students learn. Although students' have improved, it is still unclear whether this improvement is linked to the classroom management strategies used by teachers in Esanland. Some teachers may be applying effective strategies that encourage discipline, participation and better learning outcomes, while others may still struggle to manage their classrooms. Without knowing this connection, it will be difficult for school leaders and policy makers to support the right teaching

practices that sustain or further improve students achievement. Therefore, this study seeks to address the problem by answering the following questions:

Research Questions

1. What is the level of students academic outcome in Mathematics and English language in public secondary schools in Esanland?
2. What classroom management style is commonly practices by teachers' in public secondary schools in EsanLand?
3. What is the relationship between teachers' classroom management style and students academic outcome in public secondary schools in Esanland?

Hypothesis

1. There is no significant relationship between teachers' classroom management style and students academic outcome in public secondary schools in Esanland.

Methods

The correlational research design was adopted in the study due to the fact that the study is purely a relationship study that specifically attempts to examine the linkage between teachers' classroom management styles and students academic outcome in the study location. The population consisted of all 254 teachers in public secondary schools in Esanland due to the small size; it makes up the sample size. Two instruments titled: Teachers' Classroom Management Style Questionnaire (TECMASQ) and the 2023/2024 NECO results on Mathematics and English language in schools in Esanland. The NECO results was categorized as high and low academic outcome, mean value above 2.50 was rated high academic outcome while mean value below 2.50 was rated low academic outcome. The instrument was validated using face and content validity and its reliability was ensured using split-half reliability method at 0.76 level of reliability. he scale in the instrument were considered satisfactory for usage in the study. Research question 1 and 2 were answered using mean and standard deviation while hypothesis 1 was tested at 0.05 level of significance using the Pearson Product Moment Correlational Co-effect Statistics.

Results

Research Question One: What is the level of students academic outcome in Mathematics and English language in public secondary schools in Esanland?

Table 1: Level of students academic outcome

S/N	ITEMS	N	$\bar{X}$	SD	REMARK
1	Mathematics	254	3.47	0.85	High
2	English Language	254	3.19	1.09	High
	Total mean		3.33		

Result from the above table shows that on average, students in the study performed well both in Mathematics and English language. Performance in Mathematics was slightly higher than English language but subjects showed a high level of academic achievement overall which suggests that students have a good grasp of these core subjects hence, the level of students academic outcome in public secondary schools in Esanland of Edo State was high.

Research Question Two: What classroom management style is commonly practices by teachers' in public secondary schools in Esanland?

Table 2: Classroom Management Style Commonly Practices by Teachers

S/N	ITEMS	N	$\bar{X}$	S.D	REMARK
	Authoritative Style				
1	Remain calm and composed when addressing student misbehavior.	254	3.24	1.15	High

2	Listen to my students and try to understand their perspectives.	254	3.47	0.85	High
3	Involve students in setting classroom rules and procedures.	254	3.19	1.09	High
	Cluster mean		3.3		
Authoritarian Style					
4	Apply of strict discipline immediately when rules are broken	254	3.47	0.85	High
5	Rarely allow students to express their opinions during class activities.	254	1.59	1.00	low
6	Discourage students from challenging my authority in the classroom.	254	3.19	1.09	High
	Cluster mean		2.75		
Permissive Style					
7	Give students a lot of freedom to do whatever they want in the classroom.	254	1.54	0.87	Low
8	Avoid giving strict rules or classroom guidelines	254	2.07	0.71	Low
9	Allow students to come late to class without any consequences	254	3.19	1.09	High
	Cluster mean		2.27		
Laissez-Faire Style					
10	Do not supervise students' work closely	254	1.55	0.89	Low
11	Believe students should manage themselves without teacher control	254	2.00	0.67	Low
12	Stay passive when students are not participating in class	254	1.50	0.80	Low
	Cluster mean		1.68		
Total grand mean			2.50		

The cluster mean for authoritative style is 3.30 which is interpreted as high meaning that most teachers practice an authoritative classroom management style specifically this suggests that teachers using this style maintain discipline while still considering students' opinions and promoting a participatory classroom environment. The authoritarian style has a cluster mean of 2.75 which is considered moderate. This means that teachers sometimes use authoritarian methods but not consistently indicating that while some strict discipline is enforced, there is limited room for student voice, which may affect student-teacher relationship negatively. The permissive style has a cluster mean of 2.27 which is rated low. This means that teachers generally do not adopt a permissive style of classroom management. Specifically, this suggests that although teachers may occasionally overlook lateness, they generally maintain classroom structure and rules. The laissez-faire style has a cluster mean of 1.68 which is also low. This means that teachers rarely adopt this classroom management style. In particular, this shows that most teachers prefer to be actively involved in classroom activities and student supervision. The grand mean across all items is 2.50 which falls between low and moderate. This indicates that teachers in general tend to use more structured and interactive styles (like authoritative) and avoid extreme or unstructured styles (like permissive or laissez-faire) in managing their classroom in public secondary schools in Esanland.

Hypothesis 1: There is no significant relationship between teachers' classroom management style and students academic outcome in public secondary schools in Esanland.

Table 3: Teachers' Classroom Management Style and Students Academic Outcome

Variables	N	$\bar{X}$	S.D	Pearson r-coefficient	p-value	Remarks
Teacher classroom Management Style	254	2.50	.792	0.418*	0.003	Null hypothesis rejected (p<0.05)

Students Outcome	Academic	3.33	.876
---------------------	----------	------	------

Significant at $P < 0.05$

The result shows a moderate positive relationship between teacher classroom management style and students' academic outcome, based on responses from 254 participants. The average score for classroom management style was 2.50 while the average score for students' academic outcome was 3.33. The Pearson correlation coefficient ($r = 0.418$) indicates that better classroom management is linked to improved student performance. The p-value of 0.003 is less than 0.05 showing that the relationship is statistically significant. Therefore, the study concludes that teacher classroom management style has a significant impact on students' academic performance in public secondary schools in Esanland.

Discussions

Result from table 1 above shows that the level of students academic outcome in public secondary schools in Esanland, was high which implies that many students are doing well in their two major subjects (Mathematics and English language). These findings suggest that students in these region are generally achieving good academic results. It be said that several factors could be linked to this outstanding academic outcome, one possible reason is the presence of committed teachers who use effective classroom management strategies which seems to have help students concentrate better and understand lessons more clearly. In addition, students may be putting more regular personal effort, attending classes and actively participating in school activities. Support form parents, peer influence and school administrators could also be contributing to these outstanding students academic outcome. Result is consistent with Ozuome, Oguzie, Onwukwe and Emeji (2024) who found that students in Imo State showed high self-efficacy and performance in mathematics and English. Result align with Obadiaru (2020) who reported a good academic performance in computer studies. Result agreed with that of Nnamani and Oyibe (2016) who found that both male and female students performed well with female having slightly higher scores. However, the result differs from that of Mewa (2024) who found a low academic performance among students in Owan West. It also contrasts with the findings of Eguakun (2018) and Aigblosimuan (2017) who reported poor academic performance among students in Esan Central and Esan West, respectively.

Result from table 2 above further showed that teachers in Esanland mostly use structured and interactive classroom management styles such as the authoritative style. These styles combine discipline with students engagement help to maintain a supportive learning environment. Teachers in the study location avoided extreme styles like authoritarian and laissez-faire which could negatively affect classroom order and learning activities. Result supported that of Hiba (2020) who observed that poor classroom management principles often leads to student misbehavior. However, the findings do not align with Uchenna (2020), who found no significant relationship between classroom management style and students discipline. Similarly, study contrasts with Joseph, Asesa and Olel (2025) who concluded that interactive classroom strategies improve students performance but do not find a strong link with classroom management style alone.

Result from table 3 confirmed a significant relationship between teachers' classroom management styles and students' academic outcome in Esanland. This implies that the way teachers manage their classroom directly affects how well students academic outcome would turn out. Result agree with those of Onyejekwe, Zita and Ifunanya (2025) who concluded that effective classroom management keeps students engaged and improves their learning. Adaora, Okonkwo and Afugbuom (2023) also found that teachers who monitor instruction,

communicate clearly and organize their classroom well enhance teaching and learning outcome.

Conclusion

The study showed that teacher classroom management style plays an important role in the academic outcome of students in the study location. In Esanland, students generally performed well and this is linked to teachers usage of structured and interactive classroom management styles. These practices were found to have a significant positive effect on students' academic outcome therefore, improving teachers' classroom management skills is a major key strategy for enhancing students academic outcome in public secondary schools.

Recommendation

Based on the findings of this study, it is recommended

1. Teachers in public secondary schools should continue to use structured and interactive classroom management styles such as authoritative style due to the fact that these methods have been shown to support better student engagement and higher academic performance.
2. School administrators should organize regular training and workshops for teachers to strengthen their classroom management skills and encourage the use of positive discipline strategies. In addition, schools should provide a supportive learning environment by ensuring that teaching materials and facilities are available and up to standard.
3. Parents should also be encouraged to work closely with teachers to support students' learning both at home and in school hence by working together, teachers, principals and parents can help maintain and improve high level of academic outcome among students in Esanland.

REFERENCE

- Adaora, V.A., Okonkwo, C.E. and Afugbuom, O. (2023). Classroom management practices adopted by teachers in enhancing quality teaching and learning in secondary education in Anambra State. *Unizik Journal of Educational Management and Policy (UJOEMP)*, 5 (2), 2023
- Aigblosimuan, F. (2017). Parent's education, income and social background affect students' academic performance in Esan West, Edo State. Unpublished dissertation submitted to the School of Post Graduate Studies Ambrose Alli University Ekpoma.
- Anolu, C. (2025). Factors influencing students academic performance in Edo State. Unpublished thesis submitted to the School of Post Graduate Studies Ambrose Alli University Ekpoma.
- Eguakun, B.E. (2018). Impact of parental separation on students' academic performance in Esan Central, Edo State. *African Journal of School Business* 3(1), 2536-6438
- Henrieta, T.B. (2024). Classroom management practices for quality instructional delivery in secondary education in Nigeria. *International Journal of Institutional Leadership, Policy and Management* 6(4), pp. 506-517, ISSN: 2735-9220
- Imhangbe, O.S., Imoroa, O.V. and R. I. Osarenren-Osaghae (2020). Public secondary schools teachers' tasks and their classroom job performance in Edo central school district, Nigeria. *The Journal of Education* 200(3), 164-174.
- Jeseeph, O.O., Asesa, E and Olel, M. (2025). Implementation of classroom management practices in public secondary schools in Siaya Country, Kenya. *European Journal of Physical Education and Sport Science* 12, (8) ISSN 2501-1235

- Mewa, A.M. (2024). School environment influences students' academic performance in public senior secondary schools in Owan West, Edo State. Unpublished dissertation submitted to the School of Post Graduate Studies Ambrose Alli University Ekpoma.
- Nnamani, S.C. and Oyibe, O.A (2016). Gender and academic achievement of secondary school students in social studies in Abakaliki Urban of Ebonyi State. *British Journal of Education* 4(8) 72-83.
- Nneka, A., Zita, O. and Ifunanya, O. (2025). Teachers' classroom management strategies as predictor of students academic engagement in public secondary schools in Anambra State. *International Nexus Multidisciplinary Research Journal*, 1(2), 138-147.
- Obadiaru, A. (2020). Analysis of the trends in academic achievement of senior secondary school students in computer studies in Rivers state from 2014-2018. *Journal of the Nigerian Academy of Education* 16,(2) 281.
- Oribhabor, K. (2022). Availability and utilization of adequacy and utilization of learning resources in public and private secondary schools in Central Senatorial District of Edo State. Unpublished dissertation submitted to the School of Post Graduate Studies Ambrose Alli University Ekpoma.
- Ozuome, C.C., Oguzie, A.E., Onwukwe, M.C. and Emeji, J.C. (2024). Secondary School Students' Self-Efficacy as Correlate of Their Academic Achievement in Imo State. *Journal of Guidance and Counselling Studies*, 8(1), 15-32.
- Uchenna, S.I. and Ironkwe, A.C. (2021). Teachers' laissez-faire classroom management styles and students discipline in secondary schools in Anambra State. *COOU Journal of Educational Research* 6(1); ISSN (Print): 2682-5201; pg.237 – 248