

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

Onafowope Mary Adesola, Ph.D

Department of Educational Management, St Augustine College of Education, Akoko, Lagos State, Nigeria
celineosf@yahoo.com

Oweikpodor Vera Gbaeprekumo, Ph.D

Department of Educational Management and Foundations, Delta State University, Abraka, Delta State, Nigeria
oweikpodor.vera@delsu.edu.ng/gbakumovera@gmail.com

Charity Dafiaghbor

Department of Educational Foundations and Management, College of Education, Warri, Delta State, Nigeria
charitydafiaghbor@gmail.com

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 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 schools students using Taro Yamen'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 areas councils for fair representation. The overall internal consistency reliability co-efficient indices obtained through Cronbach Alpha method were: 0.73 for (TMSQ), and 0.71 for (SCMSQ). Means, standard deviations, and Pearson Product Moment Correlation Co-efficient were used to answer the research questions, while regressions and associated t-tests were used to test the hypothesis at 0.05 level of significance. The study concluded that there was significant relationship between classroom management styles and teachers' job performance in Public secondary schools in Abuja. The study also showed that there was significant relationship between Classroom Management styles and Students Academic Performance in Public Secondary school in Abuja. Based on the findings, the paper hereby recommends that Federal Capital Territory Board of secondary schools should organize training for teachers on effective use of classroom management styles. Federal Capital Territory Board of secondary schools should also organize training for teachers on how to manage the students in the classrooms in the schools for maximum academic performance.

Keywords: Classroom management style, Teachers' job performance, Students 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 link basic education and higher education (Ogunode, Okwelogu & Ahaotu, 2021). Secondary school education is an education that prepares the learners for career choice in the higher institutions. The objectives of Secondary school education among other things includes; to prepare the learners for higher education.

The realization of the objectives of Secondary school education depends on availability of adequate human and materials resources especially conducive classroom environment with effective classroom management and classroom management styles. Ogunode & Edet, (2023) viewed classroom management as the systematic ways involve in planning, organizing and coordinating 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 materials for smooth implementation of teaching and learning program. Classroom management entails all activities and actions geared towards ensuring an atmosphere of classroom that promote effective teaching and learning under instructor supervision. Classroom management style refer to the method the teacher deployed 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 are acts that a teacher could took in the class to make such environment that could be more supportive and facilitative for both learners and teachers. They stated five major characteristics of effective classroom which the teacher should take care of through their actions. These characteristics were including the more caring climate, cooperative relations with students and teachers and learners; organizing and implementing instruction in such a way which ensure maximize learning; encouraging learners, academic tasks engagements; developing and promoting learners' sociological skills and using appropriative and suited interventional measures to help learners with behavioral 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 teachers is an important figure in the 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 at which the teacher carriers out the official assignments in the schools. Teachers' job performance is the extent at which the teacher executed 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 obtained at the end of academic calendar (Yusuf, 2012) and Zaifada, Olowonefa, Ogunode, 2023). Students' academic performance is the academic achievement the students attained or scored at the end of examination year in the schools. Students' academic performance is the total scores obtained in all academic activities during an academic year (Ogunode & Edet, 2023).

The poor academic performance of students in public secondary schools in Federal Capital Territory, Abuja have drew the attention of the parents and other education stakeholders. Some of the parents complained of teachers poor used of classroom management styles and poor supervision of teachers by school principals while other claims 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 impact of classroom management styles on teachers' job performance and students' academic performance in Public secondary schools in Abuja, Nigeria.

Purpose of the study

The objectives of this study is to assess the impact of classroom management styles on teachers' job performance and students' academic performance in Public secondary schools in Abuja, Nigeria. Specifically, the study is aims

1. To find out the impact of classroom management styles and teachers' job performance in Public secondary schools in Abuja, Nigeria.
2. To find out the impact of classroom management styles on students' academic performance in Public secondary schools in Abuja, Nigeria

Research Questions

The following research question were formulated to guide the study;

1. What is the impact of classroom management styles and teachers' job performance in Public secondary schools in Abuja, Nigeria?
2. What is the impact of classroom management styles on students' academic performance in Public secondary schools in Abuja, Nigeria?

Method

In this study, we used 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 schools students using Taro Yamen'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 areas councils for fair representation. The instruments for data collection were: 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 Cronbach Alpha method were: 0.73 for (TMSQ), and 0.71 for (SCMSQ). Means, standard deviations, and Pearson Product Moment Correlation Co-efficient were used to answer the research questions, while regressions and associated t-tests were used to test the hypothesis at 0.05 level of significance.

Data Analysis, Result and Discussion of Findings

Data Analysis

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

Pearson Product Moment Correlation statistics on relationship between classroom management styles and teachers' job performance in Public secondary schools in Abuja

N160

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 correlations analysis aimed at finding relationship between classroom management styles and teachers' job performance in Public secondary schools in Abuja. The Results revealed that significant relationship exist 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 that classroom management styles influences teachers; job performance in public secondary school 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.

Pearson Product Moment Correlation statistics on relationship between Classroom Management styles and Students Academic Performance in Public Secondary schools

N240

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 correlations analysis aimed at finding relationship between Classroom Management styles and Students Academic Performance in Public Secondary schools in Abuja. The Results revealed that significant relationship exist 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 influences 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.

Finding

The study revealed that relationship between classroom management styles and teachers' job performance in Public secondary schools in Abuja. The study also disclosed that there was significant relationship between Classroom Management styles and Students Academic Performance in Public Secondary schools in Abuja.

Discussion of Findings

The analysis in the table revealed that relationship between classroom management styles and teachers' job performance in Public secondary schools in Abuja. The study indicated that classroom management styles can influence teachers' job performance in schools. This study is in collaboration with the findings of Nisar, Khan, and Khan, (2019) and Sunday (2017) that found out that classroom management styles has significant relationship between teachers' productivities. Also, Emmanuel, Ogunode, & Suleim (2023) and Sunday (2017) revealed that the styles that teachers deployed in the classroom to manage the students and to deliver lessons has a lot to do with their performance in the implementation of teaching in the classrooms.

The study also showed that there was significant relationship between Classroom Management styles and Students Academic Performance in Public Secondary schools in Abuja. The result is in agreement with Jamba and Norbu (2023) and Jones (2018) that discovered that both classroom management styles and students' academic performance have positive relationship. Chidimma (2019) and Bello, (2006) in their studies found out that classroom management practices of teachers has influence on the academic performance of the students in the schools.

Conclusion and Recommendations

The objectives of this study was 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 significant relationship between classroom management styles and teachers' job performance in Public secondary schools in Abuja. The study also disclosed that there was 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 Federal Capital Territory Board of secondary schools should organize training for teachers on effective use of classroom management styles. Federal Capital Territory Board of secondary schools should also organize training for teachers on how to manage the students in the classrooms in the schools for maximum academic performance.

References

1. Atiya, I. & Palwasha, J. (nd). Teacher's job performance: The role of motivation. *Abasyn Journal of Social Sciences*, 5(2), 72-92. <https://pdfs.semanticscholar.org/3dec/ad55fbe1c23fd2507466ab89f49e3>
2. 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. Retrieved from <https://openaccessjournals.eu/index.php/ijdpp/article/view/2361>
3. 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, Ilorin, Nigeria*.
4. 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>
5. 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.
6. 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.
7. Elias, M. J., & Schwab, Y. (2006). *From compliance to responsibility: Social and Emotional Learning and classroom management*. New York / London: Lawrence Erlbau Associates.
8. Evertson, C. M. & Weinstein, C. S. (Eds.) (2006). *Handbook of classroom management. Research, practice, and contemporary issues*. Mahwah, NJ: Larence Erlbaum Associates, Inc.
9. Emmanuel, O., A Ogunode, N. J. & Suleim, S. (2023).Management of Diversity in the Classroom. *Fan, Ta'lim, Madaniyat Va Innovatsiya*, 02 (10), 124-131
10. 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(02) 107-123
11. 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.

12. Jones, S. M. (2018). *Effective secondary classroom management procedures to Minimize Disruptive Behavior*. Grand Canyon University.
13. 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
14. 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. Published under Vol.1 (4) .9-15*
15. Ogunode, N. J. & Edet, I. N. (2023). Classroom management. *International Journal of Inclusive and Sustainable Education*, 2(10), 62-70
16. Ogunode, N. J. & Edet, I. N. (2023a). Students' Academic Performance in schools. *AMERICAN Journal of Public Diplomacy and International studies* , Vol 1, (08),80-92
17. Sunday, C. (2017). Classroom management styles and school indicator in public secondary schools Imo state, Nigeria. *Journal of social education*, 2(5), 23-30
18. 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.
19. 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