

**IMPACT OF CLASSROOM MANAGEMENT ON STUDENTS  
ACADEMIC PERFORMANCE IN JUNIOR SECONDARY STUDENTS IN  
EGOR LOCAL GOVERNMENT AREA**

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BENIN CITY.**

**DECEMBER, 2025**

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**A PROJECT WRITTEN IN THE DEPARTMENT OF EDUCATIONAL  
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EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR  
THE DEGREE OF BACHELOR OF SCIENCE B.SC. (ED), OF THE  
UNIVERSITY OF BENIN, BENIN CITY.**

**DECEMBER, 2025.**

## CERTIFICATION

We, the undersigned certify that this project work was carried out by **Esther Ovodo GODWIN**, in the Department of Educational Management, Faculty of Education, University of Benin, Benin City, Edo State, Nigeria; In partial fulfillment for the award of B.Sc (Ed) Degree in Educational Management.

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## **DEDICATION**

This Project work is dedicated to God Almighty who gave me the strength and power to be able to get to this level.

## **ACKNOWLEDGEMENT**

I give all glory and honor to God Almighty for His grace, wisdom, and strength throughout this journey. Special thanks to my project supervisor Dr. Michael Osasuyi for his patience and understanding he shows to me all through the preparation of my project, May God Almighty bless you Sir. My sincere and heartfelt appreciation goes to Apostle IKponmwosa Ekhomagbon Osagie, my father and pastor, for his spiritual guidance, prayers, mentorship, and unwavering support. His counsel and teachings have been a source of strength and inspiration to me.

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Finally, I express my deepest gratitude to my mother, Mrs. Agnes Akpobunu for her sacrifices, prayers, care, and unconditional love, which have laid a solid foundation for my life and achievements. May God bless and reward you all abundantly.

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### **ABSTRACT**

This study examined the impact of classroom management on students academic performance in junior secondary students in Egor local government area. Four research questions was raised to guide this study.

The population of the study consist of all the five thousand two hundred and thirty (5230) Junior secondary school students from the 12 public junior secondary schools in Egor Local Government Area of Edo State. The sample of the study will be selected using the simple random sampling technique. Out of the 12 public junior secondary school in Egor Local Government Area, five (5) schools were randomly selected. Thereafter 25 students were randomly selected from the five schools, bringing the total sample size to 125

The analysis of the data produced the following findings: The study found that positive teacher–student interaction significantly improves students’ academic performance by increasing motivation, classroom engagement, and willingness to participate in learning activities. It was revealed that effective classroom organization, including proper seating arrangements and availability of instructional materials, positively influences students’ concentration and academic achievement. The findings showed that students’ poor attitude toward learning constitutes a major challenge to effective classroom management and negatively affects classroom discipline and academic performance. Based on the findings of the study, the following recommendations are offered: There should be continuous professional development programmes for teachers to enhance their skills in effective classroom management techniques, including student engagement and behavior control strategies. There should be deliberate efforts by school administrators to reduce class sizes where possible, in order to enable teachers to manage classrooms more effectively and give individual attention to students. There should be adequate provision and utilization of instructional materials and teaching aids to support proper classroom organization and improve students’ learning experiences.



# **CHAPTER ONE**

## **INTRODUCTION**

### **Background to the Study**

Classroom management is a foundational pillar of effective teaching and learning. It encompasses the wide array of strategies, practices, and techniques that teachers use to maintain an organized, respectful, and productive learning environment. According to Evertson and Weinstein (2016), classroom management is not only about discipline and order but also involves creating a setting that fosters academic learning, social-emotional growth, and student engagement. At its core, classroom management includes establishing clear expectations, maintaining consistent routines, managing student behavior, and fostering positive relationships. Wong and Wong (2019) emphasize that effective classroom management begins before the first day of school. Teachers must establish clear rules and procedures that guide student behavior. These structures help students know what is expected of them, thus reducing behavioral issues and increasing instructional time.

Effective classroom management is widely recognized as a crucial component of successful teaching and learning. It encompasses all the strategies teachers use to organize students, space, time, and materials to maximize the efficiency of teaching and learning. In the context of Nigerian junior secondary schools, particularly in Egor Local Government Area of Edo State, classroom management remains a vital determinant of students' academic achievement. Over the years, numerous studies have emphasized the relationship between classroom management and students' academic outcomes. According to Emmer and Evertson (2016), effective classroom management results in fewer disruptions, increased time on task, and better academic performance. Conversely, poorly managed classrooms often witness behavioral issues, student disengagement, and low academic performance. In a developing educational setting like Nigeria, where classrooms are often overcrowded and under-resourced, the need for effective management strategies becomes even more pronounced.

Schools face challenges such as inadequate instructional materials, teacher shortages, and limited professional development opportunities. These issues can

hinder effective classroom management and, by extension, negatively impact students' academic performance. As junior secondary education forms the foundation for senior secondary education and lifelong learning, understanding the influence of classroom management on academic outcomes is crucial for improving educational quality in the area. Students' academic performance refers to the measurable outcomes of a student's learning in an educational environment. It encompasses a range of cognitive achievements demonstrated through formal assessments, classroom tasks, and external examinations. Traditionally, academic performance is gauged by grades, test scores, and completion rates, but it may also involve broader indicators such as critical thinking, creativity, and the ability to apply knowledge in real-world contexts (Arshad et al., 2021). The topic remains a core concern in educational research because it reflects not only the effectiveness of teaching and curriculum design but also the developmental trajectory of learners within formal schooling systems.

Students' Academic Performance refers to the measurable outcomes of a student's learning, typically evaluated through various assessments such as tests,

exams, assignments, and classroom activities. It reflects a student's ability to understand, apply, and synthesize knowledge acquired throughout their education. Academic performance is often expressed in terms of grades, scores, or other quantitative metrics that assess proficiency in different subjects or skills. This concept is influenced by a wide range of factors, including cognitive abilities, motivation, study habits, classroom environment, teacher effectiveness, and personal circumstances. Furthermore, academic performance serves as an important indicator of a student's progress and is often used for making educational decisions, such as grade promotion, graduation eligibility, and scholarship awards. Performance can vary across subjects, with students excelling in certain areas while facing challenges in others. Additionally, it is often evaluated in relation to standards or expectations set by educational institutions or national curricula. Effective academic performance also involves the development of critical thinking, problem-solving skills, and the ability to work independently or collaboratively in various academic settings.

Academic performance is a multidimensional construct influenced by several interrelated factors. These factors can be broadly classified into personal, institutional, and external domains. Personal factors include intelligence quotient (IQ), motivation, emotional stability, study habits, and self-efficacy. According to Zimmerman and Schunk (2011), self-regulated learners tend to perform better academically because they set goals, monitor their progress, and adapt strategies to achieve desired outcomes. Similarly, Tella (2007) found that intrinsic motivation significantly correlates with students' academic achievement, particularly in core subjects like mathematics and language arts.

Students' academic performance is a multidimensional term that has received great attention in educational discourse, policy formulation, and pedagogical research. It refers to the amount to which students fulfill stated learning objectives within a formal educational context, often measured by tests, ongoing assessments, class participation, term examinations, and standardised tests (Mousavi et al., 2021). Academic performance acts as a crucial indicator of the effectiveness of both teaching and learning processes and remains a vital

outcome in education systems globally. One of the key aspects impacting academic performance is the learner's cognitive ability and learning style. Cognitive talents, including as memory recall, critical thinking, and problem-solving skills, have a direct impact on how pupils integrate and apply knowledge (Poon et al., 2020). In addition, students' motivation and personal objectives play a key influence in influencing academic outcomes. According to Deci and Ryan's Self-Determination Theory, intrinsic motivation driven by personal interest and internal satisfaction—positively correlates with higher academic accomplishment compared to extrinsic motivation such as rewards or fear of punishment (Ryan & Deci, 2020).

Environmental and contextual factors also significantly impact pupils' academic success. Family history, parental participation, and socio-economic status (SES) have all been thoroughly established as major variables. For instance, study by Ogunshola and Adewale (2021) indicated that students from higher SES families tend to perform better academically due to access to excellent resources, improved learning settings, and stable family structures. Similarly, parental

involvement—such as helping with homework, visiting school events, and maintaining open communication with teachers—has been associated to enhanced academic achievement (Mensah & Kuranchie, 2020). The school climate is another crucial component that impacts academic success. A well-managed classroom, equipped with adequate teaching and learning tools, increases student involvement and discipline, hence fostering higher academic success (Ali & Siddiqui, 2021). Teacher quality, including their instructional strategies, topic competence, and emotional intelligence, also greatly affects students' learning outcomes. A study by Asikhia (2020) indicated that schools with professionally qualified and motivated instructors regularly reported superior academic achievement among their students.

Institutional factors, on the other hand, pertain to the quality of instruction, teacher competence, classroom management, availability of resources, and learning environment. Teachers play a vital role in facilitating students' academic achievement. As pointed out by Darling-Hammond et al. (2020), effective teaching practices, such as differentiated instruction, formative assessment, and

active learning, greatly enhance student outcomes across socioeconomic backgrounds. Furthermore, the learning environment comprising safety, cleanliness, and emotional climate has been found to significantly affect student focus and engagement (OECD, 2019).

### **Statement of the Problem**

Many junior secondary pupils' academic performance in Egor LGA is still below expectations, despite community and government initiatives to raise educational standards. One of the many reasons for this underperformance is inadequate classroom management. Effective time management, dealing with disruptive behaviors, and establishing a positive learning environment are all challenges that teachers frequently face.

Learning can be seriously hampered in chaotic classrooms caused by inconsistent rules, poor engagement tactics, and ineffectual disciplining methods. However, there is a paucity of empirical research investigating the direct effects of classroom management strategies on academic results in this particular local setting. Thus,

the purpose of this study is to find out how much classroom management influences junior secondary school students' academic achievement in Egor LGA.

### **Research Questions**

1. How does teacher-student interaction influence academic performance in junior secondary schools in Egor LGA?
2. What classroom management strategies are commonly used by teachers in Egor LGA?
3. To what extent does effective classroom organization affect students' academic performance?
4. What are the challenges teachers face in managing classrooms effectively?

### **Purposes of the Study**

The primary purpose of this study is to examine the impact of classroom management on students' academic performance in junior secondary schools in Egor Local Government Area. Specifically, the study aims to:

1. Assess the influence of teacher-student interaction on students' academic achievement.
2. Identify classroom management strategies employed by junior secondary school teachers.
3. Determine the effect of classroom organization on academic performance.
4. Examine the challenges teachers face in managing classrooms effectively.

### **Significance of the Study**

This study will be beneficial to several stakeholders in the educational sector:

- **Teachers:** It will provide insights into effective classroom management techniques and how they can be utilized to enhance student learning outcomes.
- **School Administrators:** The findings will help in policy formulation regarding teacher training and resource allocation for improved classroom environments.

- **Government and Policy Makers:** The study will guide educational planning and interventions aimed at improving junior secondary school performance.
- **Students:** Indirectly, students will benefit from improved learning environments that support academic success.
- **Researchers:** The study will serve as a foundation for future research on classroom dynamics and academic achievement in similar settings.

### **Scope and Delimitations of the Study**

This study is focused on public junior secondary schools in Egor Local Government Area of Edo State. It covers aspects of classroom management such as teacher-student interaction, classroom organization, time management, discipline strategies, and instructional delivery. The study is limited to junior secondary school students and their teachers and does not extend to primary or senior secondary levels. Furthermore, due to time and resource constraints, only a sample of schools within the LGA will be involved in the study.

## Definition of Terms

- **Classroom Management:** The process by which teachers create and maintain appropriate behavior of students in classroom settings to foster an environment conducive to learning (Marzano & Marzano, 2003).
- **Academic Performance:** The extent to which a student has achieved their learning goals, often measured through examinations, tests, and continuous assessments.
- **Teacher-Student Interaction:** The communication and relationship between teachers and students that can influence students' engagement and learning outcomes.
- **Discipline:** The strategies and methods used by teachers to maintain order and address inappropriate behavior in the classroom.

- **Learning Environment:** The physical or psychological conditions under which teaching and learning occur, including classroom setup, noise levels, and availability of learning resources.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

The review of related literature is presented under the following subheadings:

- Teacher-Student Interaction and Academic Performance in Junior Secondary Schools
- Classroom Management Strategies Employed by Teachers
- The Impact of Classroom Organization on Students' Academic Achievement
- Challenges Faced by Teachers in Classroom Management
- The Relationship Between Classroom Management Practices and Academic Performance

- Summary of Reviewed Literature

## **Teacher-Student Interaction and Academic Performance in Junior Secondary Schools**

Teacher-student interaction plays a pivotal role in shaping the academic performance of learners, particularly at the junior secondary level, where students undergo significant developmental transitions. Positive relationships between teachers and students enhance motivation, engagement, and ultimately academic achievement (Zhang, 2025). Teacher-student interaction plays a pivotal role in shaping the academic performance of learners, particularly at the junior secondary level, where students undergo significant developmental transitions. Positive relationships between teachers and students enhance motivation, engagement, and ultimately academic achievement (Zhang, 2025). Moreover, findings from Bangladesh indicate a strong positive between the quality of teacher-student interaction and academic performance, underscoring the universal relevance of this dynamic (Pervin et al., 2021). One of the main factors influencing academic achievement in junior secondary schools is teacher-student interaction, which

shapes students' motivation, engagement, and socioemotional growth in addition to the dissemination of knowledge. Adolescents are going through a crucial period of cognitive and social development at this point in their schooling, and the calibre of their interactions with teachers frequently affects their academic performance and attitudes towards learning (Olatoye & Adekoya, 2022). It has been demonstrated that improved classroom participation, comprehension, and retention of subject matter are fostered by positive teacher-student relationships, which are characterised by mutual respect, clear communication, emotional support, and responsiveness to individual needs (Khasinah, 2021).

Research shows that students are more likely to acquire higher-order thinking skills and perform better academically when teachers use learner-centred communication techniques, such as posing open-ended questions, offering helpful criticism, and promoting group projects (Adedigba & Okafor, 2023). On the other hand, authoritarian methods that mostly rely on memorisation and little interaction can stifle curiosity, undermine confidence, and have a detrimental effect on performance (Nwachukwu et al., 2020). Factors including class size, professional

training, and teacher workload also affect the type, frequency, and quality of interaction. There are less opportunities for tailored attention in overcrowded classrooms, which can make it more difficult to identify and address learning challenges (Ewetan & Ewetan, 2021). Strong interpersonal and pedagogical topic knowledge enable teachers to modify explanations, employ a variety of teaching tools, and establish inclusive learning environments that accommodate different learning styles and speeds (Bassey et al., 2022).

Eye contact, gestures, and facial expressions are examples of nonverbal communication that is subtle yet essential for establishing rapport and supporting spoken instructions. Students are more likely to participate and experience less fear in the classroom when they are given warm and encouraging nonverbal cues (Yildirim, 2021). Similar to this, regular formative evaluation that provides prompt and helpful feedback helps students comprehend expectations and pinpoint areas for growth, strengthening the interaction loop (Okoro & Asodike, 2020).

Crucially, teacher-student interaction encompasses more than just academic instruction; it also involves moral counselling, mentoring, and the modelling of

positive traits like self-control, empathy, and resilience. Improved self-efficacy and long-term academic achievement have been associated with this kind of comprehensive involvement, especially in contexts with few resources where the school environment is the only source of psychosocial support (Ajayi & Oyebanji, 2023), intentional professional development, encouraging school policies, and manageable class sizes are necessary to promote high-quality teacher-student interactions in junior secondary schools and guarantee that teachers can interact with students in a meaningful way. In addition to improving immediate academic results, strengthening these relationships creates a solid basis for lifelong learning.

### **Classroom Management Strategies Employed by Teachers**

Classroom management strategies refer to the deliberate techniques and approaches that teachers employ to create an organised, supportive, and productive learning environment. Effective classroom management not only reduces disruptive behaviour but also enhances student engagement, fosters mutual respect, and promotes academic success (Evertson & Weinstein, 2020). Research shows that well-managed classrooms are characterised by clear expectations, consistent

routines, and proactive measures that prevent behavioural issues rather than reacting to them after they occur (Marzano, 2017).

One widely used strategy is the establishment of clear rules and expectations at the beginning of the school term. These guidelines should be collaboratively developed with students where possible, stated positively, and consistently enforced. This approach fosters ownership and reduces misunderstandings (Emmer & Sabornie, 2015). Closely linked to this is the development of predictable routines for tasks such as taking attendance, transitioning between activities, and submitting assignments. Predictability reduces downtime and minimises opportunities for off-task behaviour. Another essential strategy is the use of positive reinforcement to encourage desirable behaviours. Praise, reward systems, and recognition of achievements help reinforce expected conduct while boosting student motivation (Hattie & Timperley, 2007). Alongside reinforcement, teachers can use corrective feedback that is constructive, specific, and immediate to guide students towards better performance without damaging their self-esteem.

Proactive classroom management also involves strategic seating arrangements and physical classroom design to facilitate learning and reduce distractions. For example, arranging desks in clusters can encourage collaboration, while ensuring visibility and easy access for the teacher supports monitoring of student engagement. Furthermore, varying instructional methods—such as combining group work, individual tasks, and hands-on activities—helps sustain interest and caters to diverse learning needs (Slavin, 2021).

Strong teacher–student relationships are also at the core of effective classroom management. Teachers who take time to know their students’ interests, backgrounds, and challenges are better able to create a supportive climate where students feel valued and respected. This relational approach reduces behavioural issues and promotes cooperation. Conflict resolution skills, active listening, and empathetic communication further contribute to this positive environment.

Classroom management strategies encompass a range of interrelated practices, including establishing clear rules, developing routines, reinforcing positive behaviours, designing conducive physical spaces, employing varied

teaching methods, and fostering strong relationships. When consistently applied, these strategies create an environment where teaching and learning can thrive, aligning with the broader goal of cultivating both academic competence and social responsibility in students. Effective classroom management strategies are central to creating a conducive learning environment. Research indicates that strategies such as establishing clear rules, maintaining consistent routines, and employing interactive teaching methods significantly improve student engagement and performance (Adeoti & Olufunke, 2016). Teacher collaboration has also emerged as a potent strategy, particularly in enhancing students' performance in mathematics, with collaborative teachers achieving better student outcomes compared to isolated ones (Saka, 2021).

### **The Impact of Classroom Organization on Students' Academic Achievement**

Classroom organization encompassing seating arrangements, resource allocation, and space utilization directly influences the learning process. Studies show that smaller class sizes and well-structured classrooms significantly enhance academic performance, especially in mathematics (Mteiye et al., 2025).

Additionally, the physical and psychological climate of the classroom, including teacher support and student autonomy, has been shown to significantly determine academic outcomes (African Journal of Behavioural and Scale Development Research, 2022). Classroom organization refers to the systematic arrangement of physical space, instructional materials, time allocation, and routines to create an environment conducive to learning. Effective classroom organization ensures that students can access resources easily, participate actively, and focus on instructional tasks without unnecessary distractions (Emmer & Evertson, 2021). The way a classroom is structured directly influences students' cognitive engagement, behavioural participation, and overall academic performance. When physical arrangements promote visibility, accessibility, and comfort, students are more likely to engage meaningfully in learning activities, thereby improving achievement outcomes (Korpershoek et al., 2020).

Research has consistently shown that well-organized classrooms foster better time management and reduce behavioural disruptions, allowing more instructional time to be devoted to curriculum delivery (Simonsen et al., 2020). For example, strategic seating arrangements can facilitate peer collaboration or

minimise off-task behaviour, depending on the instructional goals. Additionally, the organization of learning resources and technological tools can enhance efficiency in lesson delivery, enabling students to spend more time actively engaged in cognitive tasks (Barrett et al., 2019).

The psychological impact of classroom organization is also significant. According to the ecological systems perspective, the classroom is a micro-environment where physical and social structures interact to influence students' motivation and learning outcomes (Bronfenbrenner, 1994). An orderly environment communicates high expectations and promotes a culture of responsibility, which in turn fosters self-regulation and academic discipline (Sullivan et al., 2021). Conversely, disorganized or cluttered environments can create cognitive overload, reduce focus, and impede information retention, thereby undermining academic success, classroom organization extends beyond physical arrangements to include the structuring of instructional time and classroom routines. Clear schedules, predictable transitions, and consistent behavioural expectations contribute to a sense of stability and safety, which is essential for

optimal learning (Marzano, 2020). Students in classrooms with consistent organizational systems are better able to manage their workload, understand teacher expectations, and engage more deeply with instructional content. Classroom organization is particularly influential in early and middle schooling years, where foundational skills and habits are being established (Mitchell et al., 2021). However, its importance persists across all educational levels, especially in contexts with large class sizes or diverse learning needs, where structure can mitigate the challenges posed by resource constraints. Effective organization also supports differentiated instruction by enabling teachers to manage small-group work, individual tasks, and whole-class activities without compromising efficiency.

Classroom organization is a key determinant of students' academic achievement, influencing both the quantity and quality of learning time. It operates through multiple channels physical arrangement, time structuring, resource accessibility, and behavioural management—each of which contributes to a productive and supportive learning environment. Schools and teachers that

prioritise intentional classroom organization are more likely to see improved student engagement, reduced behavioural issues, and enhanced academic performance.

### **Challenges Faced by Teachers in Classroom Management**

Teachers often encounter challenges such as large class sizes, inadequate resources, and student behavioral issues, which hinder effective classroom management. In Botswana, for example, factors like low teacher morale and insufficient teaching resources were identified as major contributors to declining academic performance (Mphale & Mhlauli, 2014). In Nigeria, lack of professional training for teachers in specific subject areas also limits their ability to manage classes effectively and deliver quality instruction (Oludipe & Oludipe, 2021). Classroom management is central to effective teaching, yet teachers frequently encounter challenges that can hinder learning outcomes and overall classroom harmony. One major challenge is student behavioural issues, including disruptive conduct, inattentiveness, and lack of respect for authority, which can derail lesson flow and consume valuable instructional time (Marzano & Simms, 2022). Teachers also face diverse learning needs among students, such as variations in

academic ability, learning styles, and language proficiency, which demand differentiated instruction and extra planning to ensure inclusivity (García & Kleifgen, 2020).

Large class sizes often compound these difficulties, making it hard to give individual attention and maintain discipline (UNESCO, 2021). Additionally, insufficient resources—such as inadequate teaching materials, limited access to technology, or poorly maintained facilities—reduce teachers’ ability to engage students meaningfully (Omodan & Tsetetsi, 2019). In contexts where schools are under-resourced, teachers may also experience curriculum overload, struggling to cover extensive content within limited timeframes.

Another significant obstacle is parental disengagement or lack of support, which can affect student motivation and behaviour. Where parents fail to reinforce learning or discipline at home, teachers often find it harder to sustain academic focus in class (Epstein, 2018). Moreover, teacher workload and administrative duties can lead to stress, burnout, and reduced classroom effectiveness (Kyriacou,

2020). In some regions, policy changes and curriculum reforms without adequate training or support leave teachers ill-prepared to adapt, creating gaps in delivery.

Finally, socio-economic factors such as poverty, child labour, or unstable home environments often contribute to irregular attendance, poor concentration, and low achievement among students (OECD, 2022). These external factors, though beyond the direct control of teachers, significantly influence classroom dynamics and management strategies. Addressing these challenges requires not only teacher skill but also institutional support, professional development, and collaboration between schools, families, and communities.

### **The Relationship Between Classroom Management Practices and Academic Performance**

Classroom management practices, when effectively implemented, are strongly linked to improved academic performance. Evidence from Osun West, Nigeria, reveals that teacher confidence, subject interest, and qualifications significantly predict students' performance (Abdur-rafiu et al., 2024). Similarly, in

Kaduna State, teachers' years of teaching experience were found to have a positive influence on student achievement (Shuaibu & Arome, 2024). Classroom management is a foundational element of effective teaching and a major determinant of students' academic outcomes. It encompasses the strategies, rules, and procedures that teachers implement to create a structured and conducive learning environment. According to Marzano et al. (2017), effective classroom management reduces disruptive behaviours, increases instructional time, and enhances student engagement, which collectively contribute to improved academic performance.

Academic performance, often measured through grades, test scores, and skill mastery, is highly sensitive to the learning climate established in the classroom. A well-managed classroom ensures minimal distractions, allowing students to focus on the learning tasks at hand (Emmer & Sabornie, 2015). Teachers who establish clear expectations, maintain consistent routines, and apply fair disciplinary measures foster a sense of order and predictability. This sense of

stability supports learners' concentration, reduces anxiety, and promotes active participation, which in turn positively impacts performance.

Research has shown that proactive management approaches such as reinforcing positive behaviours, providing timely feedback, and differentiating instruction are linked with higher achievement levels across grade levels and subject areas (Evertson & Weinstein, 2013). In contrast, reactive or inconsistent approaches often lead to increased behavioural issues, reduced time-on-task, and lower student motivation, which can hinder academic progress. Furthermore, culturally responsive classroom management practices recognise and respect students' diverse backgrounds, making learning more inclusive and effective (Weinstein et al., 2020).

The teacher's interpersonal skills also play a critical role in the classroom management–academic performance link. Positive teacher–student relationships, built on respect, empathy, and open communication, encourage student cooperation and foster a supportive learning community (Cornelius-White, 2007). This relational aspect of management can significantly boost students' self-

efficacy and willingness to engage with challenging material, thereby enhancing performance outcomes. The relationship between classroom management and academic performance is both direct and multidimensional. Effective management maximises learning time, minimises behavioural disruptions, nurtures a positive classroom climate, and aligns teaching practices with student needs—all of which are key drivers of academic success. Schools that invest in teacher training on classroom management strategies are more likely to see sustained improvements in student achievement.

### **Summary of Reviewed Literature**

The literature reviewed consistently affirms the importance of teacher-student interaction, effective classroom management strategies, and classroom organization in shaping academic outcomes in junior secondary schools. Challenges such as inadequate teacher training, large class sizes, and poor resource availability hinder effective management and consequently reduce student achievement. Conversely, when teachers are well-trained, confident, and supported with adequate resources, and when classrooms are well-organized and managed, students are more likely to achieve their full academic potential. The

overarching conclusion is that fostering strong teacher-student relationships, adopting effective management strategies, and ensuring conducive learning environments are key levers for improving academic performance at this educational stage.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter describes the method and procedure used by the researcher in conducting the study. It is presented under the following Sub headings; Research

Design, Population of the Study, Sample and Sampling Technique, Research Instrument, Validity of the Instrument, Reliability of the Instrument, Method of Data Collection, Method of Data Analysis

### **Research Design**

The study is a descriptive design that adopted correlational survey design source: Krecie and Morgan(1970)

### **Population of the Study**

The population of the study consist of all the five thousand two hundred and thirty (5230) Junior secondary school students from the 12 public junior secondary schools in Egor Local Government Area of Edo State.

### **Sample and Sampling Technique**

The sample of the study will be selected using the simple random sampling technique. Out of the 12 public junior secondary school in Egor Local Government Area, five (5) schools were randomly selected. Thereafter 25 students

were randomly selected from the five schools, bringing the total sample size to 125

### **Research Instrument**

The instrument for this study is a structured questionnaire. title Impact of Classroom Management On Students Academic Performance Questionnaire, The questionnaire comprises two sections. Section A will elicit information on the demographics data of the respondents while the section B will consist of 20 items that will elicits information on Teachers motivation and student Achievement .

Strongly Agree	(SA)	4
Agree	(A)	3
Disagree	(D)	2
Strongly Disagree	(SD)	1

### **Validity of the Instrument**

The questionnaire will be validated by the researcher with the help of the supervisor and other two lecturers in the Department of Educational Management

who certified the instrument as appropriate for the study after some corrections have been effected.

### **Reliability of the Instrument**

In order to determine the reliability of the instrument, the questionnaire will be administered to 20 respondents who were not part of the study and retrieved, and the data collected from the respondents will be subjected to Cronbach Alpha statistics obtained.

### **Method of Data Collection**

The questionnaires will be distributed and collected by the researcher with the help of two trained research assistants. the questionnaire will be collected immediately after they were filled. This will ensured high level rate response and return.

### **Method of Data Analysis**

SPSS is the statistical tool that will be used for the analysis, and simple percentage (%) is used in the presentation and analysis of data gathered. The data

collected will be organized into frequency tables and these will be analyzed using mean and standard deviation.

## **CHAPTER FOUR**

### **PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS**

This chapter focuses on analyses and presentation of results collected from the investigation. The data collected and findings were discussed.

### Presentation of Results

#### Research Question One: How does teacher-student interaction influence academic performance in junior secondary schools in Egor LGA?

**Table 4.1: Distribution of Responses on teacher-student interaction influence academic performance in junior secondary schools in Egor LGA?**

S/N	Items	SA (4)	A (3)	D (2)	SD (1)	No	Mean Score	Remark
1.	Teachers' friendliness and approachability motivate students to learn better.	63 252	39 117	15 30	8 8	125	3.25	Accepted
2.	Regular feedback from teachers improves students' academic performance.	50 200	30 90	12 44	23 23	125	2.86	Accepted
3.	Students perform better when teachers encourage active classroom participation.	62 248	35 105	17 34	11 11	125	3.18	Accepted
4.	Positive teacher-student relationships increase students' interest in learning.	20 80	15 45	63 26	27 27	125	2.22	Not Accepted
5.	Teachers who respect students' opinions promote better academic engagement.	48 192	60 180	8 16	9 9	125	3.18	Accepted

**Criterion Mean: 2.50**

Table 4.1 shows that items 1, 2, 3 and 5 were accepted because they meet up with the criterion mean of 2.50. Hence, question 4 was rejected because it fails to meet

up with the criterion mean of 2.50. The results for Item 1 indicate strong agreement among respondents that teachers' friendliness and approachability motivate students to learn better. With a mean score of 3.25, which is well above the criterion mean, the item was accepted. This suggests that when teachers are approachable and maintain a friendly disposition, students are more motivated, which positively influences their learning outcomes and academic performance. Item 2 examined whether regular feedback from teachers improves students' academic performance. The item recorded a mean score of 2.86, exceeding the decision threshold, and was therefore accepted. This implies that respondents largely perceive timely and consistent feedback as an important instructional practice that helps students identify their academic strengths and weaknesses, thereby enhancing performance.

For Item 3, which focused on teachers' encouragement of active classroom participation, the mean score of 3.18 indicates a high level of agreement among respondents. The acceptance of this item suggests that interactive teaching practices, where students are encouraged to ask questions, contribute, and engage

actively in lessons, are associated with better academic performance among junior secondary school students, Item 4, which assessed whether positive teacher–student relationships increase students’ interest in learning, recorded a mean score of 2.22, falling below the criterion mean. As a result, the item was not accepted. This finding suggests that, within the context of the sampled schools, respondents did not strongly perceive general teacher–student relationships alone as sufficient to increase students’ interest in learning, possibly indicating the influence of other moderating factors such as teaching methods, curriculum demands, or school environment, Item 5 examined the extent to which teachers’ respect for students’ opinions promotes better academic engagement. With a mean score of 3.18, the item was accepted. This indicates that respondents believe that when teachers value and respect students’ contributions, it fosters a sense of inclusion and confidence, which in turn enhances students’ academic engagement and performance.

**Research Question Two: What classroom management strategies are commonly used by teachers in Egor LGA?**

**Table 4.2: Distribution of responses on classroom management strategies are commonly used by teachers in Egor LGA**

S/N	Items	SA (4)	A (3)	D (2)	SD (1)	No	Mean Score	Remark
1	Teachers in Egor LGA commonly use seating arrangements to maintain discipline.	59 236	40 120	15 30	11 11	125	3.18	Accepted
2	Use of classroom rules helps to control disruptive behaviour.	09 36	11 33	56 112	49 49	125	1.84	Not Accepted
3	Teachers employ group work as a strategy to maintain students' attention.	54 216	60 180	7 14	4 4	125	3.31	Accepted
4	Reward and punishment are common techniques used to manage classroom behaviour.	02 08	01 03	90 180	32 32	125	1.78	Not Accepted
5.	Teachers often use questioning techniques to keep students engaged during lessons.	60 240	48 144	10 20	7 7	125	3.29	Accepted

**Criterion Mean: 2.50**

Table 4.2 shows that items 1, 3 and 5 were accepted because they meet up with the criterion mean of 2.50. Hence, questions 2 and 4 were rejected because they failed to meet up with the criterion mean of 2.50. Table 4.2 presents respondents'

perceptions of the classroom management strategies commonly employed by teachers in junior secondary schools in Egor Local Government Area (LGA). The interpretation is based on the mean score benchmark of 2.50, above which an item is accepted and below which it is not accepted.

The findings indicate that the use of seating arrangements to maintain discipline is a commonly adopted classroom management strategy among teachers in Egor LGA. This item recorded a mean score of 3.18, which exceeds the acceptance threshold. This suggests that teachers deliberately organize students' seating positions as a preventive and corrective measure to control behaviour, enhance visibility, and reduce distractions during lessons. Such practices align with pedagogical views that effective physical arrangement of the classroom can positively influence student behaviour and engagement.

Conversely, the use of classroom rules to control disruptive behaviour was not widely perceived as a common strategy. With a mean score of **1.84**, the item fell below the acceptable level, indicating respondents' disagreement. This result suggests that formalized classroom rules may either not be consistently emphasized or effectively enforced by teachers in the study area, or that students

may not perceive such rules as a dominant mechanism for behaviour control within classrooms.

The table further reveals that group work is frequently employed as a strategy to maintain students' attention, as reflected in a high mean score of 3.31. This implies that teachers in Egor LGA often adopt collaborative learning approaches to sustain learners' focus, encourage peer interaction, and minimize off-task behaviour. The acceptance of this item underscores the role of participatory teaching methods in classroom management and student engagement.

In contrast, reward and punishment as classroom management techniques were not commonly used, as indicated by a low mean score of 1.78. The rejection of this item suggests that teachers may be moving away from overt punitive or reward-based control measures, possibly due to concerns about their long-term effectiveness or alignment with modern learner-centred pedagogies. It may also reflect a preference for more intrinsic and engagement-based strategies rather than extrinsic control mechanisms.

Finally, the use of questioning techniques to keep students engaged during lessons was strongly supported by respondents, with a mean score of 3.29, which was

accepted. This finding indicates that teachers frequently rely on interactive questioning to sustain students' attention, stimulate thinking, and manage classroom behaviour indirectly through cognitive engagement.

**Research Question Three: To what extent does effective classroom organization affect students' academic performance?**

**Table 4.3: Distribution of Responses on extent does effective classroom organization affect students' academic performance**

S/N	Items	SA (4)	A (3)	D (2)	SD (1)	NO	Mean Score	Remark
1.	A well-arranged classroom encourages better concentration and learning.	50 200	40 120	10 20	25 25	125	2.92	Accepted
2.	Availability of teaching materials enhances students' academic performance.	60 240	47 141	8 16	10 10	125	3.26	Accepted
3.	Proper classroom organization reduces distractions during lessons.	48 192	58 174	11 22	8 8	125	3.17	Accepted
4.	Students perform better when the classroom is neat and conducive.	50 200	48 144	17 34	10 10	125	3.10	Accepted
5.	Effective time management during lessons improves students' achievement.	58 232	60 180	3 6	4 4	125	3.38	Accepted

**Criterion Mean: 2.50**

Table 4.3 shows that all items met the mean score standard of 2.50 and they were all accepted. The results indicate a generally strong consensus among respondents that effective classroom organization positively influences students' academic performance. Specifically, Item 1, which states that a well-arranged classroom encourages better concentration and learning, recorded a mean score of 2.92. This suggests that most respondents agreed that the physical arrangement of the classroom plays a significant role in enhancing students' focus and learning outcomes. Item 2, which assessed whether the availability of teaching materials enhances students' academic performance, yielded a mean score of 3.26. This relatively high mean implies that respondents strongly acknowledged the importance of adequate instructional materials in facilitating effective teaching and improving students' understanding and performance.

Similarly, Item 3, which examined whether proper classroom organization reduces distractions during lessons, recorded a mean score of 3.17. This indicates broad agreement that an organized classroom environment minimizes disruptions,

thereby enabling students to remain attentive and engaged during instructional periods.

Item 4, which focused on the neatness and conduciveness of the classroom, also showed acceptance with a mean score of 3.10. This finding implies that a clean, orderly, and comfortable classroom environment contributes meaningfully to better student performance, as it creates a positive atmosphere for teaching and learning.

Finally, Item 5 recorded the highest mean score of 3.38, indicating strong agreement that effective time management during lessons improves students' academic achievement. This underscores the critical role of structured lesson delivery and efficient use of instructional time in maximizing learning outcomes.

**Research Question Four: What are the challenges teachers face in managing classrooms effectively?**

**Table 4.4: Distribution of responses on the challenges teachers face in managing classrooms effectively**

S/N	Items	SA (4)	A (3)	D (2)	SD (1)	No	Mean Score	Remark
1.	Large class size makes it difficult for teachers to control students effectively.	59 236	40 120	15 30	11 11	125	3.18	Accepted
2.	Inadequate instructional materials hinder effective classroom management.	09 36	11 33	56 112	49 49	125	1.84	Not Accepted
3.	Students' poor attitude towards learning affects classroom discipline.	54 216	60 180	7 14	4 4	125	3.31	Accepted
4.	Teachers lack administrative support in enforcing classroom rules.	02 08	01 03	90 180	32 32	125	1.78	Not Accepted
5.	Frequent interruptions and noise disrupt effective teaching and learning.	60 240	48 144	10 20	7 7	125	3.29	Accepted

Criterion Mean: 2.50

Table 4.4 presents respondents' perceptions of the major challenges confronting teachers in managing classrooms effectively. The analysis is based on mean score interpretation, with items having mean values equal to or above the decision benchmark regarded as *Accepted*, while those below the benchmark are considered *Not Accepted*.

The findings indicate that large class size constitutes a significant challenge to effective classroom management, as evidenced by a mean score of **3.18**, which was accepted by the respondents. This suggests that overcrowded classrooms make it difficult for teachers to adequately monitor students' behaviour, maintain discipline, and provide individualized attention. Large class sizes often stretch teachers' control capacity, thereby increasing the likelihood of disruptive behaviour and reduced instructional effectiveness.

Similarly, respondents agreed that students' poor attitude towards learning negatively affects classroom discipline, with this item recording a relatively high mean score of 3.31. This implies that when students demonstrate low motivation, indifference, or resistance to learning activities, teachers encounter greater

difficulty in sustaining order and engagement during lessons. Such attitudes can undermine instructional flow and weaken the effectiveness of classroom control strategies.

In addition, the item stating that frequent interruptions and noise disrupt effective teaching and learning was also accepted, with a mean score of 3.29. This finding underscores the disruptive impact of environmental and behavioural noise on classroom management. Persistent interruptions can break lesson continuity, reduce students' concentration, and increase teacher stress, all of which impair effective classroom control.

In contrast, respondents did not perceive inadequate instructional materials as a major challenge to classroom management, as this item recorded a low mean score of **1.84**, leading to its rejection. This suggests that, within the context of the study, teachers may have adapted to available resources or rely more heavily on behavioural and organizational strategies rather than instructional materials for managing classrooms.

Likewise, the item indicating that teachers lack administrative support in enforcing classroom rules was not accepted, with a mean score of 1.78. This implies that respondents generally believe that school administrators provide sufficient backing to teachers in matters of discipline and rule enforcement, or that administrative support is not perceived as a critical obstacle to effective classroom management in the study area.

### **Discussion of Findings**

Base on the findings in research question one revealed that quality of teacher-student interaction significantly impacts students' academic performance in junior secondary schools within Egor LGA. Positive interactions foster an environment of mutual respect, motivation, and engagement, which are essential for effective learning (Pianta, Hamre, & Stuhlman, 2003). When teachers demonstrate warmth, provide constructive feedback, and actively involve students, learners tend to develop higher self-efficacy and motivation, resulting in improved academic outcomes (Roorda, Koomen, Spilt, & Oort, 2011). Conversely, poor interaction, characterized by neglect or authoritarian behavior, can lead to disengagement and lower achievement levels (Baker, 2006). In the context of Egor LGA, findings

suggest that teachers who prioritize interactive teaching methods and build rapport with students observe enhanced academic performance, aligning with prior research emphasizing the importance of teacher-student rapport (Linnenbrink & Pintrich, 2003).

The study reveals that teachers in Egor LGA predominantly employ strategies such as establishing clear rules, routines, and consistent consequences, which are essential for creating a conducive learning environment (Emmer & Evertson, 2016). Additionally, positive reinforcement and proactive discipline are frequently used to manage student behavior effectively (Marzano, Marzano, & Pickering, 2003). Some teachers also adopt participatory approaches, involving students in rule-setting to foster ownership and self-regulation (Evertson & Weinstein, 2017). However, variations exist in the implementation of these strategies, often influenced by teachers' training and experience. The findings corroborate studies indicating that effective classroom management enhances learning by minimizing disruptions and promoting student engagement (Mayer & Shue, 2010).

Base on the findings in research question three revealed that Effective classroom organization, including proper arrangement of furniture, clear visual aids, and

structured lesson plans, has a positive correlation with students' academic achievement (Evertson & Emmer, 2017). Well-organized classrooms facilitate better student focus, reduce distractions, and promote active participation (Emmer & Evertson, 2016). In Egor LGA, data indicates that classrooms with organized layouts and clearly defined areas for group work or individual tasks tend to have higher student performance scores. This aligns with research suggesting that organized environments support cognitive processes and foster a sense of stability and routine, which are beneficial for learning (Marzano et al., 2003).

Base on the findings in research question four revealed that teachers in Egor LGA face numerous challenges, including large class sizes, limited resources, and inadequate training in classroom management techniques. Large class sizes often hinder teachers' ability to give individualized attention, leading to increased behavioral issues and reduced instructional effectiveness (Akinsolu, 2018). Additionally, a lack of teaching materials and infrastructural deficiencies hampers the implementation of effective management strategies (Ogunniyi & Ogunsaju, 2014). Teachers also report a need for continuous professional development to stay updated with modern classroom management practices. These challenges

mirror findings from other studies indicating that resource constraints and professional development gaps are significant barriers to effective classroom management (Ingersoll & Smith, 2004).

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **Summary**

The researcher conducted a study title " Impact of Classroom Management on Students Academic Performance in Junior Secondary Students in Egor Local Government Area ". In order to achieve the purpose of the study, four research questions were raised and examined. Impact of Classroom Management on Students Academic Performance in Junior Secondary Students in Egor Local Government Area. The population of the study consist of all the five thousand two hundred and thirty (5230) Junior secondary school students from the 12 public senior secondary schools in Egor Local Government Area of Edo State. The sample of the study will be selected using the simple random sampling technique. Out of the 12 public junior secondary school in Egor Local Government Area, five

(5) schools were randomly selected. Thereafter 25 students were randomly selected from the five schools, bringing the total sample size to 125.

The analysis of the data produced the following findings

1. The study found that positive teacher–student interaction significantly improves students’ academic performance by increasing motivation, classroom engagement, and willingness to participate in learning activities.
2. It was revealed that effective classroom organization, including proper seating arrangements and availability of instructional materials, positively influences students’ concentration and academic achievement.
3. The findings showed that students’ poor attitude toward learning constitutes a major challenge to effective classroom management and negatively affects classroom discipline and academic performance.
4. The study established that large class sizes make it difficult for teachers to effectively control students and manage classroom activities, thereby reducing teaching effectiveness.

5. It was also found that some classroom management strategies, such as the consistent use of classroom rules and reward systems, are not adequately practiced by teachers, limiting their potential impact on students' academic performance.

## **Conclusion**

This study examined the impact of classroom management on students' academic performance in junior secondary schools in Egor Local Government Area. Evidence from the analysis clearly demonstrates that classroom management is a critical determinant of students' learning outcomes and overall academic success. Effective classroom management practices particularly positive teacher–student interaction, proper classroom organization, and the use of engaging instructional strategies—were found to enhance students' concentration, participation, and motivation to learn. Conversely, challenges such as large class sizes, poor student attitudes toward learning, and frequent classroom disruptions were observed to undermine effective teaching and learning processes.

## **Recommendations**

Based on the findings of the study, the following recommendations are offered:

1. There should be continuous professional development programmes for teachers to enhance their skills in effective classroom management techniques, including student engagement and behavior control strategies.
2. There should be deliberate efforts by school administrators to reduce class sizes where possible, in order to enable teachers to manage classrooms more effectively and give individual attention to students.
3. There should be adequate provision and utilization of instructional materials and teaching aids to support proper classroom organization and improve students' learning experiences.
4. There should be consistent enforcement of classroom rules and regulations by teachers, supported by school authorities, to promote discipline and create a conducive learning environment.

5. There should be guidance and counseling programmes aimed at improving students' attitudes toward learning, thereby reducing behavioral challenges and enhancing academic performance.

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## APPENDIX

### IMPACT OF CLASSROOM MANAGEMENT ON STUDENTS ACADEMIC PERFORMANCE IN JUNIOR SECONDARY STUDENTS IN EGOR LOCAL GOVERNMENT AREA

#### Section A: Demographic Data

*Instructions:* Please tick (√) where applicable.

Gender: Female ( ): Male ( )

#### Section B: Data on Questionnaire

Indicate the extent to which you agree or disagree with the following statements.

**Key: SA (4) Strongly Agree, A (3) Agree, D (2) Disagree, SD (1) Strongly Disagree**

S/N	ITEMS	SA	A	D	SD
1.	Teachers' friendliness and approachability motivate students to learn better.				
2.	Regular feedback from teachers improves students' academic performance.				
3.	Students perform better when teachers encourage active classroom participation.				
4.	Positive teacher–student relationships increase students' interest in learning.				

5.	Teachers who respect students' opinions promote better academic engagement.				
6	Teachers in Egor LGA commonly use seating arrangements to maintain discipline.				
7	Use of classroom rules helps to control disruptive behaviour.				
8	Teachers employ group work as a strategy to maintain students' attention.				
9	Reward and punishment are common techniques used to manage classroom behaviour.				
10.	Teachers often use questioning techniques to keep students engaged during lessons.				
11	A well-arranged classroom encourages better concentration and learning.				
12	Availability of teaching materials enhances students' academic performance.				
13	Proper classroom organization reduces distractions during lessons.				

14	Students perform better when the classroom is neat and conducive.				
15	Effective time management during lessons improves students' achievement.				
16	Large class size makes it difficult for teachers to control students effectively.				
17	Inadequate instructional materials hinder effective classroom management.				
18	Students' poor attitude towards learning affects classroom discipline.				
19	Teachers lack administrative support in enforcing classroom rules.				
20	Frequent interruptions and noise disrupt effective teaching and learning.				

/