

Effective Classroom Management Practices on Student Academic Performance Among Selected Secondary Schools in Buruku Local Government Area Benue State-Nigeria

Jabi Nguavese Judith¹, Ishi Henry Terdue²

General Studies Department, Federal Polytechnic Wannune, Benue State-Nigeria.

*Corresponding Author: Jabi Nguavese Judith

DOI: <https://doi.org/10.5281/zenodo.18217816>

Article History	Abstract
Original Research Article	<p><i>This research examined the influence of efficient classroom management techniques on student academic achievement in certain secondary schools within the Buruku Local Government Area of Benue State, Nigeria. The research underscores the significance of proficient classroom management techniques in enhancing student academic achievement in Nigerian secondary schools, specifically within the Buruku Local Government Area of Benue State. The study observes that numerous secondary schools in the region encounter difficulties in classroom management, such as overcrowding, insufficient resources, and strained teacher-student interactions, which may adversely affect student academic performance. The research utilised an ex-post facto design, with a sample of 10 teachers and 265 pupils from four secondary schools within the study area. The results indicated a substantial correlation between classroom management practices and student academic performance ($R = 0.72$, $R^2 = 0.52$, $F(1,263) = 284.21$; $P < 0.01$), with effective classroom management practices explaining 52% of the variance in student academic performance. The study also discovered a substantial influence of good classroom management methods on student academic achievement ($\beta = 0.65$, $t = 16.85$; $P < 0.01$). The results indicate that proficient classroom management strategies positively affect student academic performance. The study suggests that to encourage successful classroom management methods, teachers should get training and assistance, schools should provide resources and improve the classroom environment, and strong teacher-student interactions and school policies should be a top priority.</i></p> <p>Keywords: Classroom Management, Student Academic Performance, Secondary Schools.</p>
Received: 01-01-2026	
Accepted: 09-01-2026	
Published: 12-01-2026	
<p>Copyright © 2026 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.</p> <p>Citation: Jabi Nguavese Judith, Ishi Henry Terdue. (2026). Effective Classroom Management Practices on Student Academic Performance Among Selected Secondary Schools in Buruku Local Government Area Benue State-Nigeria. UKR Journal of Arts, Humanities and Social Sciences (UKRJAHS), Volume 2(1), 66-72.</p>	

Introduction

Effective classroom management is an essential aspect of teaching and learning, significantly influencing student academic achievement (Abari et al., 2021). It involves creating a supportive learning environment that fosters student engagement, motivation, and achievement. In Nigeria, particularly in Buruku Local Government Area of Benue State, concerns have been raised about the academic performance of secondary school students, which can be attributed to ineffective classroom management practices. Classroom management tactics are the ways that teachers keep order, discipline, and a good learning environment in the classroom. Effective practices are essential for promoting student learning, motivation, and academic achievement (Gabriel et al., 2024). In well-run classrooms,

teachers and students have clear expectations, lessons are planned out, and relationships are positive.

In Buruku Local Government Area, many secondary schools face challenges related to classroom management, including overcrowding, inadequate resources, and poor teacher-student relationships. Education in Nigeria is seen as a tool for nation-building and social change (Omirin, 2015). Secondary education is crucial for providing students with technical knowledge and vocational skills necessary for national development (Terver et al., 2023).

Teachers in the classroom are in charge of the learning activities, the way lessons are taught, and the classroom itself (Omemu, 2015). Good classroom management means

making an organised, loving space that fits the requirements of each student, both personally and academically (Akpakwu, 2016). Bad classroom management can hurt students' grades, which shows how important it is for teachers to learn how to manage their classrooms well.

There are several things that affect how well pupils do in school, such as the teacher's qualifications, experience, and teaching style (Oliver et al., 2017). Teachers are very important for making sure that students do well in school, and they need to be able to run the classroom well in order to help students learn and do well (Scribner, 2007). Research indicates that proficient classroom management correlates with enhanced student performance, and educators employing effective management strategies can influence student behaviour and academic success favourably (Baker et al., 2018; Viger et al., 2018).

Statement of the problem

People are worried about how well classroom management tactics are working because children in secondary schools in the Buruku Local Government Area of Benue State, Nigeria, are still doing poorly in school. Many students in the area struggle to reach their full potential, and issues like poor discipline, inadequate teacher-student communication, and unfavorable classroom environments hinder their ability to learn. Even though managing a classroom well is important for making a good learning environment, many secondary schools in the area have problems that impair students' academic achievement. Teachers often lack the necessary skills and strategies to manage their classrooms effectively, and factors like overcrowding, inadequate resources, and poor teacher-student relationships exacerbate the problem. This study examines the influence of effective classroom management methods on student academic performance in selected secondary schools within Buruku Local Government Area, seeking to elucidate the relationship between classroom management and student outcomes. By exploring this relationship, the study seeks to inform evidence-based solutions for improving education quality in the area

Research Objectives:

1. To examine the correlation between classroom management techniques and student academic achievement in specific secondary schools within the Buruku Local Government Area of Benue State, Nigeria.
2. To examine the impact of effective classroom management practices on student academic achievement in selected secondary schools in Buruku Local Government Area of Benue State, Nigeria

Research Questions

1. What is the correlation between classroom management techniques and student academic performance in specific secondary schools within the Buruku Local Government Area of Benue State, Nigeria?
2. How do good classroom management methods affect the academic success of students in certain secondary schools in Buruku Local Government Area in Benue State, Nigeria?

Research Hypotheses

1. In selected secondary schools in the Buruku Local Government Area of Benue State, Nigeria, there will be a substantial correlation between classroom management methods and student academic performance.
2. There will be a considerable influence of efficient classroom management methods on student academic performance in some secondary schools within the Buruku Local Government Area of Benue State, Nigeria.

Literature Review

Conceptual Review

Good classroom management is very important for students' academic success, especially in Edo State, Nigeria's public secondary schools. It involves strategically organizing classroom activities, creating a supportive learning environment, and implementing disciplinary measures that promote positive student behavior. In Edo State, where schools face challenges like overcrowding and limited resources, effective classroom management is vital for student success.

Research shows that well-managed classrooms lead to higher academic achievement, as they create an atmosphere where students can focus, participate, and receive attention from teachers (Emmer & Stough, 2001). Establishing clear rules and expectations is key to effective classroom management. Teachers who communicate expectations clearly and enforce rules consistently experience fewer disruptions and higher student engagement (Marzano, Marzano, & Pickering, 2003). In Edo State, a structured approach to classroom management helps maintain order and ensures each student can learn, even in large classes. Positive reinforcement strategies and fair disciplinary systems also create a learning environment that encourages positive behavior and academic excellence (Wang, Haertel, & Walberg, 1993)

Classroom management is the set of rules, methods, and strategies that teachers employ to make the classroom a

good place to learn. It includes ways to set up the classroom, keep students in line, and make the room a nice place to be. Marzano (2019) says that good classroom management is more than just discipline; it's about getting kids interested, motivated, and supported so they may reach their academic goals. Classrooms that are well-managed have clear rules, regular routines, and quick reactions to problems. This makes for a supportive environment that helps students do well. Marzano's study shows that good classroom management lowers stress and confusion, which helps kids learn better.

Each teacher has their own way of managing the classroom, which is based on their personality, teaching style, and the needs of their students. Some teachers are strict but still kind, which is what they do. Some people like a democratic approach better, where students are encouraged to take part and be responsible. A laissez-faire approach that gives pupils freedom can work in some situations, but if not done right, it can lead to a lack of structure.

The evolving educational landscape, including technology integration, requires new management strategies to address digital distractions and keep students focused. Teachers use innovative solutions like digital monitoring tools, structured screen time, and interactive platforms to maintain student engagement and participation (Smith 2021).

Academic performance, or academic achievement, refers to the extent to which students, teachers, or institutions meet their educational goals, whether short-term or long-term. It's often measured through exams or continuous assessments, but there's no consensus on the best evaluation methods or most important aspects. Academic achievement plays a crucial role in determining the value of graduates, who'll drive the country's social and economic growth. It represents the level of achievement of students' educational goals, measurable through exams, assessments, and other evaluations. While there's no agreement on the best evaluation methods, academic achievement encompasses procedural knowledge (skills) and declarative knowledge (facts). Individual factors like test anxiety, environment, motivation, and emotions also impact academic performance, requiring consideration when developing achievement models. Institutions with strong academic achievements are more sought after than those with lower achievements (Ziedner, 1996)

Empirical Review

Shittu et al. (2025) examined the impact of classroom management style on the academic performance of senior secondary pupils in the Jos North Local Government Area. The study was directed by four objectives, addressed four research enquiries, and evaluated two null hypotheses. A

cross-sectional survey study approach was utilised, encompassing a population of 1,231 Senior Secondary School (SS II) students from 22 recognised public secondary schools. We randomly chose 200 SS II students from ten public secondary schools to be part of the study. The data were gathered by a standardised questionnaire named the "Students Questionnaire on Teachers' Classroom Management Style and Students' Academic Performance Questionnaire" (SQTCM). The content validity and internal consistency dependability of the instrument were confirmed, yielding a reliability index of 0.76. Data analysis employing descriptive and inferential statistics demonstrated that proficient classroom management enhances students' academic achievement by fostering an organised and concentrated learning atmosphere. The study suggested that teachers implement a balanced approach to classroom management that integrates explicit rule establishment with student engagement.

George et al. (2017) also looked into how well kids did in school and how well teachers managed their classrooms in Uyo Local Government Area's secondary schools. The study was directed by four research questions and four null hypotheses, utilising a survey approach. A sample of 200 students was chosen from five public secondary schools, and data were gathered via a researcher-developed questionnaire. The Pearson Product Moment (PPM) Correlation Coefficient of 0.94 confirmed the instrument's dependability. Chi-square (X^2) analysis indicated substantial disparities in academic performance contingent upon verbal instruction, corporal punishment, instructional supervision, and the delegation of responsibility to learners. The study determined that educators must possess proficiency in classroom management to enhance students' academic success.

Martin and Baldwin (1994) examined the classroom management strategies of 238 educators utilising the Inventory of Classroom Management Style (ICMS). They discovered that novice teachers exhibited a markedly higher propensity for intervention compared to their experienced counterparts.

Martin and Yin (1997) examined gender disparities and found that female educators were less interventionist than their male counterparts in instructional and student management. Nonetheless, an additional study conducted by Martin and Yin (1997) revealed no substantial gender differences in classroom management strategies.

Martin, Yin, and Baldwin (1997) investigated the correlation between classroom management attitudes and variables such as classroom management training, class size, and graduate education. Data from 281 certified instructors indicated substantial disparities in Instructional Management subscale scores related to classroom

management training. Teachers with bigger classes were better at managing people and behaviour.

Class size did not have a substantial effect on teachers' classroom management approaches, which was unexpected. Martin and Yin (1997) also discovered that urban educators exhibited a greater propensity for intervention in people management compared to their rural counterparts.

Martin and Shoho (2000) conducted a comparison between traditionally certified and alternatively certified teachers, demonstrating that alternatively certified teachers exhibited a more interventionist approach in instructional management. Ritter (2003) examined the classroom management views and behaviours of middle school teachers, discovering that the kind of certification and level of experience interacted to affect classroom management orientation.

Shin (2004) examined the ideas and techniques of US and Korean instructors about classroom behaviour management, uncovering notable cross-cultural disparities. American educators exhibited a greater propensity for control in educational and behavioural management.

Laut (1999) examined the classroom management strategies of teachers, intern teachers, and practicum students, revealing that senior practicum students and seasoned teachers exhibited a less interventionist approach. Gibbes (2004) identified no substantial variations in attitudes and views regarding classroom management between traditionally and alternatively trained teachers.

Garrett (2005) examined student-centered and teacher-centered classroom management practices, demonstrating that teachers' methodologies were shaped by their educational objectives. Foxworthy (2006) discovered that educators' perceptions of classroom management changed as they gained experience and engaged in professional development.

Martin and Yin (2006) examined classroom management styles in relation to training, experience, and gender. The results revealed substantial disparities between males and females, as well as between rookie and experienced teachers, in their Instruction Management subscale ratings. Female teachers were more likely to intervene, whereas experienced teachers were more likely to be in charge.

Theoretical/Conceptual Framework

The theoretical foundations of this work are: B.F. Skinner's Operant Conditioning Theory and the Human Relations Theory

B.F. Skinner's Operant Conditioning

According to B.F. Skinner's Operant Conditioning Theory (1938), the results of actions shape behaviour. People learn

by getting incentives and punishments, which changes how likely it is that they will do the same thing again. The hypothesis presents three fundamental mechanisms:

- Positive reinforcement: encouraging desirable behaviors with rewards
- Negative reinforcement: reducing undesirable behaviors by removing negative stimuli
- Punishment: discouraging unwanted behaviors with unpleasant consequences

Skinner stressed the importance of giving people feedback right away and reinforcing good behaviour over time. The notion is applicable to classroom management, as educators employ techniques such as incentives, regulations, and punitive actions to shape student conduct and academic achievement. A well-run classroom helps students stay on task, cuts down on distractions, and encourages them to learn by doing. Teachers can use reinforcement tactics to get students to work hard, teach them self-control, and make the classroom a fun place to learn. Skinner's theory helps us understand how managing a classroom affects how students act and how well they do in school.

The Human Relations Theory

The Human Relations Theory emphasizes building harmonious relationships between teachers, students, and staff. Pioneered by Akpakwu (2015), it highlights the human side of administration, focusing on satisfaction and motivation. A satisfied student is an effective learner, and a motivated teacher is a productive one.

The theory suggests that factors like classroom discipline, motivation, and teaching methods impact student performance. While financial rewards are important, they're not the only motivator. Non-economic factors like physical and psychological atmosphere also drive student success. This theory relates to classroom management, as a supportive environment boosts student engagement and academic performance. By fostering positive relationships, teachers can motivate students and create an effective learning atmosphere.

Methodology

The ex-post facto research design was utilised to attain the study's aims. Ex-post facto research design examines a pre-existing phenomenon. The study population comprised 10 teachers and 265 pupils from selected secondary schools in the Buruku Local Government Area, Benue State, Nigeria. The sample comprised 10 teachers and 265 pupils from chosen secondary schools in the Buruku Local Government Area of Benue State, all of whom had been instructed by the aforementioned teachers. The sample was taken from four high schools in the area being studied. We employed both purposive and basic random sampling methods. The purposive selection method was used to choose schools

based on whether they were public or private. The simple random sampling method was used to choose classes for the study when there was more than one stream of the needed class.

This study utilised two tools for data collection. The Classroom Management Technique Questionnaire (CMTQ) was utilised to gather data from teachers regarding their classroom management strategies, while students' performance was assessed through direct observation of their outcomes. The instrument consisted of 20 items rated on a four-point scale: Strongly Agreed (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), with scores of 4, 3, 2, and 1 points, respectively. The instrument is valid, and

Cronbach Alpha statistics with an index of 0.84 suggest that it is also reliable. Researchers gave out and collected the instrument's copies on the spot to make sure they got a high percentage of returns. The acquired data was compiled and analysed utilising mean and standard deviation to address research enquiries, while the first hypothesis was evaluated through Pearson Correlation (R) and the second hypothesis through Regression Analysis (β).

Results Presentation and Analysis

Hypothesis Testing

Results

RESEARCH HYPOTHESIS	STATISTICAL TEST	RESULT	SIGNIFICANCE
HYPOTHESIS ONE	Pearson Correlation (R)	$R = 0.72, R^2 = 0.52, F(1,263) = 284.21$	$P < 0.01$
HYPOTHESIS TWO	Regression Analysis (β)	$\beta = 0.65, t = 16.85$	$P < 0.01$

Discussion of Findings

Hypothesis one: The results of the study showed a significant relationship between classroom management practices and student academic performance ($R = 0.72, R^2 = 0.52, F(1,263) = 284.21; P < 0.01$). This indicates that effective classroom management practices account for 52% of the variance in student academic performance.

Hypothesis two: The study also found a significant impact of effective classroom management practices on student academic achievement ($\beta = 0.65, t = 16.85; P < 0.01$). This suggests that effective classroom management practices have a positive influence on student academic achievement.

The findings of this study are consistent with previous research that highlights the importance of effective classroom management practices in promoting student academic performance (Akpakwu, 2016; Ololube, 2013).

Conclusion

The study found that effective classroom management practices have a significant impact on student academic performance in selected secondary schools in Buruku Local Government Area of Benue State, Nigeria. This means that when teachers use effective strategies to manage their classrooms, students tend to perform better academically. The study's findings support the idea that classroom management is a crucial aspect of teaching and learning, and that teachers play a key role in creating a conducive learning environment. The study's results showed that effective classroom management practices account for 52%

of the variance in student academic performance. This suggests that classroom management is a significant predictor of student academic success, and that teachers should prioritize developing effective classroom management strategies.

Recommendations

The study makes the following recommendations:

1. **Teacher Training and Support:** Teachers should be trained on effective classroom management practices to promote student academic performance. This could involve workshops, seminars, or professional development programs that focus on classroom management strategies, such as creating a positive classroom environment, managing student behavior, and using effective instructional techniques. School administrators should also provide ongoing support to teachers, including resources, mentoring, and coaching, to help them implement effective classroom management practices.
2. **Resource Provision and Classroom Environment:** School administrators should provide resources and support to help teachers manage their classrooms effectively. This could include providing materials, reducing class sizes, or hiring additional staff to support teachers. Additionally, schools should prioritize creating a conducive learning environment, including well-maintained

classrooms, adequate lighting and ventilation, and access to technology and other resources.

3. Positive Teacher-Student Relationships and School Policies: Teachers should prioritize building positive relationships with students to promote a conducive learning environment. This could involve taking an interest in students' lives, being approachable, and creating a safe and supportive classroom environment. Schools should also develop and implement policies to promote effective classroom management practices, including policies on classroom behavior, teacher-student communication, and consequences for misbehavior. By implementing these policies and prioritizing positive teacher-student relationships, schools can promote a positive and supportive learning environment that supports student academic success.

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