

Classroom Management Techniques and Secondary School Effectiveness in Jebba South, Moro LGA, Kwara State

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ARTICLE INFORMATION	ABSTRACT
Article history: Published: October 2026 Keywords: Classroom Management Classroom Management Techniques Secondary School Effectiveness Teacher-Student Relationship Communication Skills	This study examined classroom management techniques and secondary school effectiveness in Jebba South, Moro Local Government Area of Kwara State, Nigeria. A descriptive correlational research design was adopted. The study population comprised 13 principals, 26 vice-principals, and 130 teachers, while the sample consisted of 13 principals, 26 vice-principals, and 50 teachers selected from 10 secondary schools using random sampling. Four research questions and four null hypotheses guided the study. Data were collected using a self-structured 36-item instrument titled Classroom Management Techniques and Secondary School Effectiveness Questionnaire (CMTSSEQ), measured on a four-point Likert scale. The instrument's reliability was established through Cronbach's Alpha using responses from 9 principals, 6 vice-principals, and 9 teachers outside the study sample, yielding a reliability coefficient of 0.82. Data were analyzed using mean, standard deviation, and one-way Analysis of Variance (ANOVA) at the 0.05 level of significance. Findings revealed that the identified classroom management techniques were generally effective, except corporal punishment, which recorded a mean score of 2.01, below the benchmark. The findings further established significant relationships between common classroom management techniques, effective classroom management, effective communication skills, teacher-student relationships, and students' academic performance. The study concluded that effective classroom management techniques significantly influence students' academic performance. It recommended that school administrators and teachers discourage corporal punishment, model appropriate behaviour in their dressing, communication, and classroom conduct, and promote positive learning environments that support effective teaching and learning.

1. Introduction

Classroom management is a fundamental component of effective teaching and learning. It encompasses the skills, strategies, and practices teachers employ to organize classroom activities, maintain order, minimize disruptive behaviour, and create conditions that support meaningful learning (Mulvahill, 2018). Effective classroom management enables teachers to maximize instructional time, promote student engagement, and establish an environment conducive to academic achievement. Conversely, poorly managed classrooms may be characterized by disruption, reduced student participation, and ineffective teaching and learning (Doyle, 2001; Asiyai, 2011). The effectiveness of a school is closely associated with the quality of teaching, classroom practices, and the extent to which educational objectives are achieved. School effectiveness research focuses on identifying school- and teacher-related factors that contribute to students' academic outcomes (Reynolds, 2010). Studies have consistently emphasized the importance of effective classroom environments and teacher practices in improving educational outcomes (Creemers and Reezigt, 1997; Creemers and Kyriakides, 2006). Thus, classroom management should be viewed not merely as a mechanism for controlling student behaviour but as an essential component of effective schooling.

The classroom constitutes the immediate environment in which teaching and learning take place. Effective classroom management involves organizing, supervising, and coordinating students' activities while establishing positive relationships between teachers and learners (Ogunu, 2000; Osakwe, 2014). A conducive physical and social classroom environment can promote positive attitudes, student engagement, effective teacher-student interaction, and improved academic performance (Oyira, 2006). Similarly, teachers' communication skills, interpersonal relationships, and approaches to discipline can influence students' attitudes and their participation in learning activities (Brophy and Good, 1974; Yaduma and Abdulhamid, 2007).

The choice of classroom management techniques is particularly important. While appropriate disciplinary strategies can promote order and responsible behaviour, punitive approaches such as corporal punishment may negatively affect students' well-being, school participation, and teacher-student relationships. Contemporary approaches therefore emphasize preventive discipline, positive teacher-student relationships, effective communication, and supportive learning environments rather than excessive punitive measures (Asiyai, 2011; Rimm-Kaufman et al., 2014).

In Jebba South, Moro Local Government Area of Kwara State, secondary schools face challenges associated with student enrolment, motivation, classroom behaviour, and school participation. Some students demonstrate limited enthusiasm for schooling, while disciplinary responses to classroom misconduct may further affect their willingness to remain in school. These circumstances highlight the need

for classroom management approaches that maintain order while simultaneously promoting student engagement and retention. Against this background, this study examines classroom management techniques and secondary school effectiveness in Jebba South, Kwara State. The study specifically focuses on the extent to which classroom management practices, communication, teacher-student relationships, and disciplinary approaches contribute to students' academic performance and the effectiveness of secondary schools.

2. Literature Review

2.1 Theoretical Framework

This study is anchored on Assertive Discipline Theory and the Responsive Classroom approach, which provide complementary perspectives for understanding effective classroom management. Assertive Discipline, developed by Lee and Marlene (2001), emphasizes clear behavioural expectations, consistent rules, appropriate consequences, positive reinforcement, and teacher responsibility for maintaining an orderly classroom. The approach assumes that teachers should communicate expectations clearly and respond consistently to inappropriate behaviour while maintaining positive and supportive relationships with students (Canter and Canter, 1976).

The relevance of Assertive Discipline is supported by empirical research demonstrating the importance of teacher preparation, self-efficacy, and proactive classroom-management practices. Student teachers have been found to experience challenges related to classroom management, inadequate preparation, limited resources, and low confidence, highlighting the need for appropriate professional preparation (Arcilla et al., 2019). Similarly, research on secondary teachers indicates that establishing behavioural expectations, applying appropriate consequences, using positive reinforcement, maintaining teacher-student relationships, and creating conducive classroom environments are important classroom-management practices (Hepburn et al., 2021). Teachers' attitudes, self-efficacy, professional training, and perceptions of student support have also been associated with their use of proactive classroom-management strategies (Paramita et al., 2021; Alasmari and Althaqafi, 2024).

The second theoretical perspective is the Responsive Classroom approach, which emphasizes the integration of academic learning with students' social and emotional development. The approach is based on the premise that students learn more effectively when classrooms provide a sense of safety, belonging, respect, and support (Hepburn et al., 2021). It therefore emphasizes social skills, positive classroom relationships, student responsibility, cooperation, self-control, and constructive responses to behavioural problems. These principles complement Assertive Discipline because effective classroom management requires both behavioural structure and positive interpersonal relationships.

The social-emotional dimension of the Responsive Classroom approach is supported by research on social-emotional learning (SEL). Durlak et al. (2011), in a meta-analysis of 213 school-based SEL programmes involving 270,034 students, found significant improvements in students' social and emotional skills, behaviour, and academic performance. The findings provide strong evidence that social and emotional competencies are relevant not only to students' behaviour but also to academic outcomes.

Taken together, Assertive Discipline and the Responsive Classroom approach provide a balanced theoretical foundation for the study. Assertive Discipline emphasizes structure, consistency, clear expectations, and teacher authority, whereas the Responsive Classroom approach emphasizes relationships, social-emotional competence, student responsibility, and supportive learning environments. Their integration suggests that effective classroom management requires both appropriate behavioural control and positive social interaction.

2.2 Classroom Management and School Effectiveness

Classroom management is an important component of effective teaching and school effectiveness because it determines how instructional time, student behaviour, learning activities, classroom routines, and teacher-student interactions are organized. Effective classroom management creates an orderly and supportive environment that enables students to participate actively in learning, while ineffective management may increase disruption and reduce opportunities for academic engagement (Emmer and Evertson, 2016; Marzano et al., 2003). The development of educational-effectiveness research was influenced by debates concerning the relative contribution of schools and social backgrounds to students' educational outcomes. Early studies questioned whether schools could substantially influence achievement beyond family and socioeconomic circumstances (Jencks et al., 1972). Subsequent research demonstrated that schools and school environments can make meaningful contributions to student outcomes (Edmonds, 1979; Rutter et al., 1979). Educational-effectiveness research subsequently evolved from identifying characteristics of effective schools to examining the interaction of factors operating at student, classroom, school, and system levels (Creemers and Kyriakides, 2006; Reynolds et al., 2000).

Several characteristics have consistently been associated with effective schools, including strong instructional leadership, high expectations, a clear school mission, adequate learning opportunities, systematic monitoring of student progress, positive school climate, and parental involvement (Lezotte, 1991; Scheerens, 2000). Classroom management is therefore not an isolated teacher responsibility but an important component of the broader school environment in which teaching and learning occur.

The Dynamic Model of Educational Effectiveness further emphasizes that educational effectiveness is multidimensional and dynamic. Creemers and Kyriakides (2006) argue that effectiveness should be examined across multiple levels and dimensions rather than treated as a fixed characteristic of schools or teachers. The model emphasizes classroom, school, and system-level factors and their relationships with student outcomes.

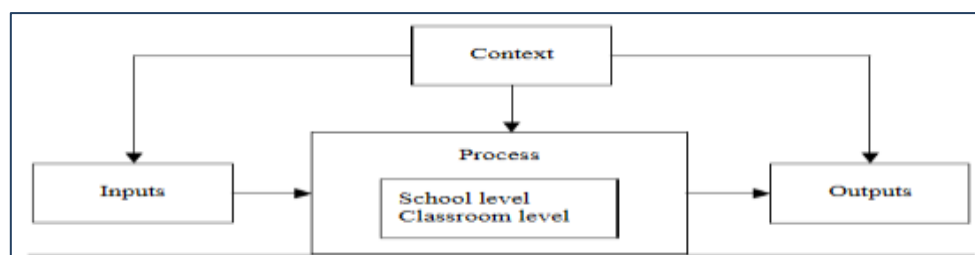


Figure 1: A basic systems of model school effectiveness (Scheerens, 2000)

2.3 School Effectiveness and School Improvement

School effectiveness and school improvement are closely related fields concerned with improving educational outcomes. School-effectiveness research identifies factors associated with successful student outcomes, whereas school-improvement initiatives seek to translate such knowledge into practical changes in schools (Creemers and Reezigt, 1997; Reynolds et al., 2000).

Effective school improvement requires attention to teaching and learning, evidence-based decision-making, student outcomes, internal school conditions, consistency of educational programmes, and interventions operating across different levels of the school system (Reynolds et al., 2000). This perspective emphasizes that improving student outcomes requires changes in both classroom practices and the wider school environment.

The Dynamic Model of Educational Effectiveness provides a useful framework for connecting effectiveness research with improvement because it recognizes that teacher and school practices can change over time and that their influence may vary according to context and student characteristics (Creemers and Kyriakides, 2006). Consequently, classroom management should be regarded as an area for continuous professional development and school improvement rather than as a fixed personal characteristic of individual teachers.

2.4 Social-Emotional Learning and Classroom Management

Social-emotional learning refers to the processes through which students acquire and apply competencies related to self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL, 2020; Schonert-Reichl, 2017). These competencies are directly relevant to classroom management because students who can regulate emotions, communicate effectively, cooperate with others, and resolve conflicts constructively are better positioned to participate productively in classroom activities. Research indicates that SEL can improve students' behaviour and academic outcomes. Durlak et al. (2011) found that students participating in school-based SEL programmes demonstrated improved social-emotional skills, attitudes, behaviour, and academic achievement. Similarly, Jones and Kahn (2018) argue that social and emotional competencies contribute to students' capacity to collaborate, persevere, develop positive relationships, and engage effectively in learning.

SEL also contributes to classroom climate by strengthening teacher–student and peer relationships. Positive relationships characterized by trust, empathy, acceptance, and supportive communication can reduce behavioural difficulties and increase student engagement (Poulou, 2015; Konishi and Park, 2017). Thus, effective classroom management extends beyond controlling misconduct to creating social and emotional conditions that facilitate learning.

2.5 Classroom Management Techniques

Classroom-management techniques include the strategies teachers employ to establish order, facilitate learning, prevent disruptive behaviour, and maintain positive relationships. Effective techniques include establishing clear expectations, developing predictable routines, using positive reinforcement, maintaining appropriate teacher authority, providing corrective feedback, encouraging student participation, and modelling appropriate behaviour (Emmer and Evertson, 2016; Marzano et al., 2003).

Positive teacher–student relationships are particularly important. Teachers who understand students' individual characteristics and communicate respectfully are better positioned to identify behavioural problems and respond appropriately. Positive reinforcement can also encourage desirable behaviour by recognizing students' effort, cooperation, participation, and achievement (Marzano et al., 2003).

Effective communication is another important classroom-management strategy. Active listening, clear verbal communication, appropriate non-verbal communication, empathy, questioning, and conflict resolution enable teachers to communicate expectations while maintaining positive relationships. Teachers also serve as behavioural models because students can learn appropriate interpersonal and conflict-resolution behaviours by observing how teachers communicate and respond to challenges (Bandura, 1977).

Collaborative learning and group work can further contribute to classroom management by encouraging cooperation, peer interaction, communication, and student engagement. When classroom activities are meaningful and appropriately structured, students are more likely to remain involved in learning and less likely to engage in disruptive behaviour (Emmer and Evertson, 2016).

The use of corporal punishment requires particular caution. Although physical punishment has historically been employed as a disciplinary measure, contemporary evidence indicates that it can be associated with adverse behavioural and developmental outcomes. The World Health Organization (2021) therefore recommends approaches that promote positive discipline and eliminate violent punishment in educational settings.

2.6 Classroom Management and Classroom Discipline

Classroom management and classroom discipline are related but distinct concepts. Classroom management refers broadly to the organization of classroom activities, instructional time, routines, materials, interactions, expectations, and behaviour. Classroom discipline focuses more specifically on students' conduct and the procedures used to promote appropriate behaviour (Emmer and Evertson, 2016).

Classroom discipline can therefore be regarded as one component of classroom management. Effective management seeks primarily to establish conditions that prevent behavioural problems, whereas discipline becomes particularly relevant when students fail to meet established behavioural expectations. This distinction suggests that teachers should not depend exclusively on punitive responses but should combine preventive management with appropriate corrective strategies.

A balanced approach involves clear expectations, consistent application of rules, positive reinforcement, appropriate consequences, and respectful teacher–student relationships. Such an approach is consistent with Assertive Discipline, which emphasizes firm but supportive teacher responses to student behaviour (Canter and Canter, 1976).

2.7 Factors Influencing Classroom Management

The effectiveness of classroom management is influenced by several interacting factors. The physical environment affects movement, interaction, concentration, visibility, and students' access to learning resources. Classroom arrangement should therefore support the instructional activities being undertaken (Emmer and Evertson, 2016).

Teacher characteristics are also important. Teachers' personality, instructional style, confidence, classroom-management knowledge, and self-efficacy influence how they establish expectations and respond to student behaviour. Research has demonstrated an association between teacher self-efficacy and the use of effective classroom-management practices (Paramita et al., 2021; Hepburn et al., 2021).

Student characteristics constitute another important factor. Students differ in motivation, personality, learning needs, behavioural patterns, and social-emotional competencies. Effective teachers therefore need to adapt classroom-management strategies to the characteristics and needs of their learners rather than relying on a single approach.

Family and social background can also influence classroom behaviour because students bring experiences, values, expectations, and behavioural patterns from their homes and communities into school. In addition, cultural diversity requires teachers to recognize differences in communication patterns, social expectations, values, and understandings of authority. Culturally responsive classroom management can therefore help teachers create inclusive environments in which diverse students feel respected and supported.

2.8 Proactive and Reactive Approaches to Classroom Management

Classroom management can broadly be classified into proactive and reactive approaches. Proactive management seeks to prevent behavioural problems before they occur by establishing clear expectations, developing consistent routines, maintaining positive relationships, designing engaging learning activities, and identifying potential sources of disruption (Emmer and Evertson, 2016).

Reactive management involves responding to behavioural problems after they occur through corrective feedback, redirection, conflict resolution, mediation, and appropriate consequences. Although reactive responses are sometimes necessary, excessive dependence on punitive strategies may weaken teacher–student relationships and may not address the underlying causes of behaviour.

Research suggests that proactive strategies are associated with teachers' confidence and perceived classroom-management competence (Paramita et al., 2021; Hepburn et al., 2021). Effective classroom management therefore requires an appropriate combination of proactive and reactive practices. Prevention should remain central, while corrective measures should be applied consistently, fairly, and respectfully when behavioural problems occur.

2.9 Appraisal of the Literature Reviewed

The literature reviewed highlights the importance of classroom management in promoting effective teaching, positive student behaviour, and improved learning outcomes. Theoretical perspectives, including Assertive Discipline and social learning theory, provide useful explanations of how teachers establish classroom rules, reinforce acceptable behaviour, and influence students' conduct. Studies on classroom management techniques also indicate that effective teaching requires a combination of clear expectations, consistent reinforcement, positive teacher–student relationships, and appropriate responses to disruptive behaviour.

The reviewed literature further establishes a relationship between classroom management, school effectiveness, and school improvement. Effective classroom practices contribute to an orderly learning environment, while broader school-level factors, such as leadership, teacher competence, school climate, and the availability of instructional resources, influence the extent to which classroom management strategies achieve their objectives. Research on social and emotional learning also demonstrates the value of developing students' self-regulation, interpersonal skills, and emotional awareness as complementary approaches to classroom discipline.

Despite these contributions, some limitations are evident in the literature. First, many studies on classroom management and school effectiveness were conducted outside Nigeria, particularly in Western educational settings. Their findings may not fully reflect the cultural, socioeconomic, institutional, and resource-related realities of Nigerian secondary schools. Second, some studies focus on individual classroom management strategies without sufficiently examining how proactive and reactive approaches interact in everyday teaching practice. Third, although existing research acknowledges the influence of teacher characteristics, student behaviour, school climate, and institutional support, the combined effects of these factors require further investigation in specific educational contexts.

Furthermore, the literature suggests that effective classroom management should not be assessed solely by the absence of disruptive behaviour. It should also be examined in relation to students' engagement, teacher–student relationships, instructional time, emotional well-being, and learning outcomes. However, the extent to which teachers' classroom management practices influence these outcomes may vary across schools and educational settings. This makes context-specific empirical investigation necessary.

Consequently, the present study seeks to address these gaps by examining classroom management techniques, the factors influencing their application, and their perceived contribution to effective teaching and learning in the study area. By considering the practical experiences of teachers within the Nigerian educational context, the study is expected to contribute evidence that can inform classroom practices, teacher development, and school-level strategies for improving educational outcomes.

Important note: Before submitting the literature review for publication, ensure that each claim in this appraisal is supported by the verified references already discussed and that the specific study area, population, and research objectives match those stated in your methodology.

3. Materials and Methods

3.1 Research Design

The study adopted a descriptive correlational research design to examine classroom management techniques and their relationship with secondary school effectiveness in Jebba South, Moro Local Government Area, Kwara State, Nigeria. The design was considered appropriate because it enabled the researcher to collect data from principals, vice-principals, and teachers regarding classroom management practices and their perceived relationship with school effectiveness without manipulating the study variables.

3.2 Population of the Study

The target population comprised principals, vice-principals, and teachers in the 13 public and private secondary schools in the study area. These schools consisted of four public and nine private secondary schools. The accessible population comprised 169 respondents, including 13 principals, 26 vice-principals, and 130 teachers, with 10 teachers selected from each school for the proposed teacher population.

3.3 Sample and Sampling Technique

The sample consisted of 80 respondents drawn from 10 public and private secondary schools in the study area. The respondents comprised 10 principals, 20 vice-principals, and 50 teachers, including both male and female participants. The selection of respondents was based on random sampling procedures intended to provide representation across the participating schools and respondent categories.

3.4 Research Instrument

Data were collected using a researcher-developed structured questionnaire titled Classroom Management Techniques and Secondary School Effectiveness (CMTSSE). The instrument contained two sections. Section A elicited demographic information from respondents, while Section B comprised 36 items designed to obtain information on classroom management techniques and secondary school effectiveness.

Section B was organised into four clusters, labelled A–D, with nine items in each cluster. The clusters addressed specific classroom management techniques, effective classroom management, effective communication skills, and teacher–student relationships.

The items were rated on a modified four-point Likert-type scale: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. The scale enabled respondents to indicate their level of agreement with the statements presented in the questionnaire.

3.5 Validity of the Instrument

The face and content validity of the questionnaire were established through expert review. Three experts assessed the instrument, including the researcher's supervisor and experts in educational management and measurement and evaluation. Their comments and recommendations regarding the relevance, clarity, and suitability of the questionnaire items were considered and incorporated into the final version of the instrument.

3.6 Reliability of the Instrument

The reliability of the questionnaire was assessed through a pilot study involving 18 respondents outside the study area. The pilot participants comprised nine teachers, six vice-principals, and three principals. Data obtained from the pilot study were analysed using Cronbach's alpha to determine the internal consistency of the instrument. The questionnaire yielded a Cronbach's alpha coefficient of 0.82, indicating acceptable internal consistency for the study.

3.7 Administration of the Instrument and Data Collection

The researcher, assisted by two trained research assistants, administered 80 copies of the questionnaire to respondents in the selected secondary schools. The questionnaires were distributed to 50 teachers, 20 vice-principals, and 10 principals. All 80 questionnaires were reportedly retrieved and considered for analysis, giving a reported retrieval rate of 100%.

3.8 Method of Data Analysis

The data collected were analysed using descriptive and inferential statistical techniques. Mean scores and standard deviations were used to answer the research questions. A criterion mean of 2.50, representing the midpoint of the four-point rating scale, was adopted as the decision benchmark. Items with mean scores of 2.50 or above were accepted, while those with mean scores below 2.50 were rejected. One-way analysis of variance (ANOVA) was used to test the null hypotheses at the 0.05 level of significance. Statistical significance was determined by comparing the calculated p-values with the significance level of 0.05. Where the p-value was less than 0.05, the relevant null hypothesis was rejected; otherwise, it was not rejected.

4. Analysis of Results, and Discussion of Findings

4.1 Information on Classroom Management Techniques

This section shows the results of the analyses and the judgments of the respondents on the specific classroom management, effective classroom management, effective communication skills and teacher-student relationship in secondary schools in Jebba South, Moro LGA of Kwara State.

In drawing inferences from the percentages on these research questions, the mean of 2.50 was considered as decision rule or benchmark.

Table 4.4: Mean and Standard Deviation of how the Common Classroom Management Techniques influences students' academic performance

S/N	The common and effective classroom management techniques used in secondary schools by teachers.	Mean($\bar{X}$)	SD	Remarks
1.	Effective communication	3.71	0.45	Agreed
2.	Positive teacher-student relationship	3.73	0.44	Agreed
3.	Use of reinforcement and reward	3.23	0.67	Agreed
4.	Innovative teaching methods	3.43	0.59	Agreed
5.	Constant engagement of students in activities	3.40	0.60	Agreed
6.	Stimulating classroom environment	3.31	0.61	Agreed
7.	Teachers acting as models	3.36	0.76	Agreed
8.	Corporal punishment	2.01	0.84	Disagreed
9.	Regular use of questions	3.15	0.71	Agreed
Average Mean and Standard Deviation		3.26	0.63	Agreed

Source: Author's Computation (2024)

The table 4.4 above reveals that classroom management techniques affect the academic result of students. The entries 1-9 under the classroom management techniques produced the means of 3.71, 3.73, 3.23, 3.43, 3.40, 3.31, 3.36, 2.01 and 3.15 respectively. It also

produced the standard deviations of 0.45, 0.44, 0.67, 0.59, 0.60, 0.61, 0.76, 0.84 and 0.71 respectively. This implies that among the classroom management techniques (effective communication, positive teacher-student relationship, use of reinforcement and reward, innovative methods, constant engagement of students in activities, stimulating classroom environment, teachers acting as models, corporal punishment and regular use of questions) studied by the researcher, only corporal punishment (with mean of 2.01) is no longer effective in secondary school, because it might have psychological effects on students thereby affecting their academic performance. However, the average mean of 3.26 was produced which is above the benchmark mean of 2.50. The implication of the above is that, classroom management techniques influence the academic performance of students in Jebba South, Moro Local Government Area, Kwara State.

Table 4.5: How Effective Classroom Management Influence Academic Performance of the Students.

S/N	How does effective classroom management influence academic performance of the students?	Mean($\bar{X}$)	SD	Remarks
1.	Students will actively participate in classroom activities if the classroom is well managed.	3.63	0.49	Agreed
2.	Students whose teachers coordinate the classroom well often get excited to concentrate.	3.68	0.52	Agreed
3.	The effective class coordination by teachers assists to motivate learners' interest in the class.	3.76	0.46	Agreed
4.	The effective classroom management by teachers motivates learners in the class.	3.58	0.62	Agreed
5.	Learners' academic productivity have no significant relationship with the effective classroom management by teachers.	1.84	0.77	Disagreed
6.	When a teacher goes around the classroom ensuring that classroom is properly managed makes the students to concentrate.	3.60	0.49	Agreed
7.	When a teacher possessed effective managerial skills, students respect and conduct themselves during such teacher's classroom activities.	3.63	0.56	Agreed
8.	When teacher engaged students with regular classwork (especially group work), it enhances students' concentration during classroom activities.	3.66	0.50	Agreed
9.	Daily classroom management routines enhance students' teaching learning.	3.36	0.51	Agreed
Average Mean and Standard Deviation		3.42	0.55	Agreed

Source: Author's Computation (2024)

The table 4.5 above shows that effective classroom management influences the academic performance of students. The entries 1-9 under the effective classroom management produced the means of 3.63, 3.68, 3.76, 3.58, 1.84, 3.60, 3.63, 3.66 and 3.36 respectively. They also produced the standard deviations of 0.49, 0.52, 0.46, 0.62, 0.77, 0.49, 0.56, 0.50 and 0.51 respectively. These indicate that learners will always effectively be involved during lesson activities if the classroom is properly coordinated. Learners whose teachers coordinate the classroom efficiently often get excited to learn, teachers' productiveness during classroom management and arouse learners' curiosity to learn teachers' classroom management productivity. This can serve as a positive enhancement to learner's interest in learning. When a teacher goes around the classroom ensuring that classroom is properly managed makes the students to concentrate, when a teacher possessed effective managerial skills, students respect and conduct themselves during such teacher's classroom activities, when teacher engaged students with regular classwork (especially group work), it enhances students' concentration during classroom activities, as well as daily classroom management routines also enhance students' teaching learning. It also indicates that students' academic performance also has significant relationship with teacher's classroom management effectiveness. With the aforementioned results, it implies therefore that, effective classroom management influences the academic performance of students in Jebba South, Moro Local Government Area, Kwara State since the average mean of 3.42 is above the benchmark mean of 2.50.

Table 4.6: Mean and standard deviation How Teacher's Effective Communication Skills Influence Students' Academic Performance in Secondary School Classrooms

S/N	How does teacher's effective communication skills influence students' academic performance in secondary school classrooms?	Mean($\bar{X}$)	SD	Remarks
1.	Teachers with efficient communication skills are more productive during classroom management than teachers without efficient communication skills.	3.63	0.62	Agreed
2.	Teacher's communication style promotes students engagement and participation in the classroom.	3.39	0.62	Agreed
3.	Effective communication skills promotes academic success and a positive classroom environment.	3.56	0.49	Agreed
4.	Usage of verbal communication skills in the classroom is more effective than non-verbal communication skills.	3.30	0.60	Agreed
5.	When teacher uses non-verbal skills (such as eye contact, body language, and facial expressions) during lesson periods, it maintains classroom decorum.	2.98	0.86	Agreed
6.	Teacher using appropriate tone and body language makes teaching and learning more effective.	3.33	0.72	Agreed
7.	When teacher actively listening to students' questions and expressions, there will be positive teaching and learning outcome.	3.71	0.48	Agreed
8.	A teacher's negative tone or dismissive communication style negatively affects students' learning or behaviour in the classroom.	3.06	0.94	Agreed
9.	Good classroom communication skills can help teacher to create a positive and inclusive learning environment where students feel comfortable sharing their ideas and opinions, asking questions, and engaging in constructive dialogue with their peers and teachers.	3.70	0.46	Agreed
Average Mean and Standard Deviation		3.41	0.64	Agreed

Source: Author's Computation (2024)

The table 4.6 above shows that effective classroom management influences the academic performance of students. The entries 1-9 under the effective classroom management produced the means of 3.63, 3.69, 3.56, 3.30, 2.98, 3.33, 3.71, 3.06 and 3.70 respectively. They also produced the standard deviations of 0.62, 0.62, 0.49, 0.60, 0.86, 0.72, 0.48, 0.94 and 0.46 respectively. These indicate that teachers with efficient communication skills are more productive during classroom management than teachers without efficient communication skills, effective communication skills promotes academic success and a positive classroom environment. teacher's communication style promotes students engagement and participation in the classroom, usage of verbal communication skills in the classroom is more effective than non-verbal communication skills, when teacher uses non-verbal skills (such as eye contact, body language, and facial expressions) during lesson periods, it maintains classroom decorum, Teacher using appropriate tone and body language makes teaching and learning more effective, when teacher actively listening to students' questions and expressions, there will be positive teaching and learning outcome, a teacher's negative tone or dismissive communication style negatively affects students' learning or behaviour in the classroom, Good classroom communication skills can help teacher to create a positive and inclusive learning environment where students feel comfortable sharing their ideas and opinions, asking questions, and engaging in constructive dialogue with their peers and teachers. With the aforementioned results, it implies therefore that, effective communication skills influence students' academic performance in secondary schools in Jebba South, Moro Local Government Area, Kwara State since the average mean of 3.41 is above the benchmark mean of 2.50.

Table 4.7: Mean and Standard Deviation of How Teacher-Student Relationships Influence Students' Academic Performance in Secondary Schools

S/N	How does teacher-student relationships influence students' academic performance in secondary schools?	Mean($\bar{X}$)	SD	Remarks
1.	When teacher knows each of his students, it makes classroom management effective and learning more productive (better productivity of teaching and learning).	3.68	0.47	Agreed
2.	When there is cordial relationship between students and teacher, students feel motivated to learn.	3.60	0.49	Agreed
3.	A positive relationship with students helped you discovers their learning impediments.	3.56	0.49	Agreed
4.	Effective communication can serve as a strategy for teacher to build positive and effective relationships with his/her students.	3.43	0.50	Agreed
5.	A teacher creating opportunities for one-on-one interaction with students outside classrooms, increases students' quality performance.	3.26	0.78	Agreed
6.	Students fill comfortable asking teachers with cordial relationship than those with distance relationship	3.43	0.57	Agreed
7.	Teacher's negative behaviour or lack of support towards students can affect their academic performance and well-being in school.	3.21	0.90	Agreed
8.	Students feel much inclusive when teacher communicates their progress with their parents or guardians.	3.41	0.55	Agreed
9.	Students ask teachers who feel concern and listen to their problems in the classroom	3.39	0.62	Agreed
Average Mean and Standard Deviation		3.44	0.54	Agreed

Source: Author's Computation (2024)

The table 4.7 above shows that effective classroom management influences the academic performance of students. The entries 1-9 under the effective classroom management produced the means of 3.68, 3.60, 3.56, 3.43, 3.26, 3.43, 3.21, 3.41 and 3.39 respectively. They also produced the standard deviations of 0.47, 0.49, 0.49, 0.50, 0.78, 0.57, 0.90, 0.55 and 0.62 respectively. These indicate that when teacher knows each of his students, it makes classroom management effective and learning more productive (better productivity of teaching and learning), when there is cordial relationship between students and teacher, students feel motivated to learn, a positive relationship with students helped you discovers their learning impediments, effective communication can serve as a strategy for teacher to build positive and effective relationships with his/her students, a teacher creating opportunities for one-on-one interaction with students outside classrooms, increases students' quality performance, students fill comfortable asking teachers with cordial relationship than those with distance relationship, teacher's negative behaviour or lack of support towards students can affect their academic performance and well-being in school, Students feel much inclusive when teacher communicates their progress with their parents or guardians, students ask teachers who feel concern and listen to their problems in the classroom. With the aforementioned results, it implies therefore that, teacher-student relationships influence students' academic performance in secondary schools in Jebba South, Moro Local Government Area, Kwara State since the average mean of 3.44 is above the benchmark mean of 2.50.

4.2 Test of Hypothesis

4.2.1 Hypothesis 1: There is no significant relationship between classroom management techniques and students' academic performance in secondary schools.

Table 4.8: Relationship between Classroom management techniques and students' academic performance in secondary schools.

Source of Variation	SS	MS	DF	F-cal	F-Crit
Between Groups	212019.36	26502.42	8	33.60	2.31
Within Groups	21298.38	788.83	27		
Total	233317.74	27291.25			

One way analysis of variance (ANOVA) at 0.05 level of

Key: SS = Sum of Square, MS = Mean of Square, DF = Degree of Freedom, F-cal = calculated value, F-crit. = critical value.

Source: Author's Computation (2024)

Table 4.8 reveals that the calculated value (F-cal) of 33.60 is more than the critical value (F-crit) of 2.31 at 8 and 27 degree of freedoms and 0.05 level of significance. This implies that the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) accepted, implying that there is significant relationship between classroom management techniques and students' academic performance in secondary schools in Jebba South, Moro LGA, Kwara State.

4.2.2 Hypothesis 2: There is no significant relationship between effective classroom management and students' academic performance in secondary schools.

Table 4.9: Relationship between effective classroom management and students' academic performance in secondary schools.

Source of Variation	SS	MS	DF	F-cal	F-Crit
Between Groups	211158.00	26394.75	8	27.58	2.31
Within Groups	25843.20	957.16	27		
Total	237001.20	27351.91	35		

One way analysis of variance (ANOVA) at 0.05 level of

Key: SS = Sum of Square, MS = Mean of Square, DF = Degree of Freedom, F-cal = calculated value, F-crit. = critical value.

Source: Author's Computation (2024)

Table 4.9 reveals that the calculated value (F-cal) of 27.58 is more than the critical value (F-crit) of 2.31 at 8 and 27 degree of freedoms and 0.05 level of significance. This implies that the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) accepted, implying that there is significant relationship between effective classroom management and students' academic performance in secondary schools in Jebba South, Moro LGA, Kwara State.

4.2.3 Hypothesis 3: There is no significant relationship between effective communication skills and students' academic performance in secondary schools.

Table 4.10: Relationship between effective communication skills and students' academic performance in secondary schools.

Source of Variation	SS	MS	DF	F-cal	F-Crit
Between Groups	727173.13	90896.64	8	110.76	2.31
Within Groups	22159.48	820.72	27		
Total	749332.61	91717.36	35		

One way analysis of variance (ANOVA) at 0.05 level of

Key: SS = Sum of Square, MS = Mean Square, DF = Degree of Freedom, F-cal = calculated value, F-crit. = critical value.

Source: Author's Computation (2024)

Table 4.10 reveals that the calculated value (F-cal) of 110.76 is more than the critical value (F-crit) of 2.31 at 8 and 27 degree of freedoms and 0.05 level of significance. This implies that the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) accepted, implying that there is significant relationship between effective communication skills and students' academic performance in secondary schools in Jebba South, Moro LGA, Kwara State.

4.2.4 Hypothesis 4: There is no significant relationship between teacher-student relationship and students' academic performance in secondary schools.

Table 11: Relationship between teacher-student relationship and students' academic performance in secondary schools.

Source of Variation	SS	MS	DF	F-cal	F-Crit
Between Groups	211006.24	26375.78	8	21.94	2.31
Within Groups	32454.35	1202.01	27		
Total	243460.59	27577.79	35		

One way analysis of variance (ANOVA) at 0.05 level of

Key: SS = Sum of Square, MS = Mean Square, DF = Degree of Freedom, F-cal = calculated value, F-crit. = critical value.

Source: Author's Computation (2024)

Table 4.11 reveals that the calculated value (F-cal) of 21.94 is more than the critical value (F-crit) of 2.31 at 8 and 27 degree of freedoms and 0.05 level of significance. This implies that the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) accepted, implying that there is significant relationship between teacher-student relationship and students' academic performance in secondary schools in Jebba South, Moro LGA, Kwara State.

5. Discussion of Major Findings

The study's results were organized and presented in tables 4 to 7 according to the research questions, whereas the hypotheses were showed in tables 8 to 11.

Table 4.4 displays the responses regarding the classroom management techniques influence on learners' academic productivity in secondary schools in Jebba South, Moro LGA of Kwara State. All items except item 8 had mean values above the benchmark of 2.50, indicating that items 1-7 and 9 were considered effective classroom management techniques. However, corporal punishment was deemed ineffective, as its mean value of 2.01 fell below the benchmark.

For research question one, the effective classroom management techniques identified in table 4.4 were effective communication, positive teacher-student relationship, use of reinforcement and reward, use of innovative methods during lessons, constant student engagement,

a stimulating classroom environment, teachers as role models, and regular use of questions during instruction. These findings align with previous research by Asiyai (2011) that highlighted the benefits of innovative instructional strategies and teacher modeling.

Table 4.5 presents mean scores related to second question of the research, that centred on the impact of effective classroom management on students' academic performance. Furthermore, a critical mean value of 2.50 was used. All items except item 5 exceeded this critical mean, indicating that they were effective in influencing academic performance. The effects of effective classroom management included increased student participation, excitement for learning, interest in learning, motivation, concentration, respect, and enhanced concentration during classroom activities.

Table 4.6 displays mean scores for research question three, which explored how teachers' effective communication skills influence academic performance. All items in this table surpassed the critical mean value of 2.50, affirming that effective communication skills significantly impact students' academic performance. Positive effects included increased productivity, academic success, a positive classroom environment, student engagement, classroom decorum, effective teaching and learning, and inclusiveness. However, a negative tone or dismissive communication style by a teacher had a detrimental effect on student learning and behaviour.

Table 4.7 presents mean scores for research question four, which investigated the influence of teacher-student relationships on academic performance. All items surpassed the critical mean value of 2.50, indicating that teacher-student relationships significantly affect students' academic performance. Positive effects included improved teaching and learning productivity, student motivation, identification of learning impediments, enhanced performance, comfort in asking questions, and class inclusiveness.

The hypotheses were analyzed in tables 4.8 to 4.11. Each table compares the calculated value (F_{cal}) with the critical value (F_{crit}) at a significance level of 0.05. In all cases, the calculated values exceeded the critical values, leading to the rejection of the hypotheses. This implies that common classroom management techniques, effective classroom management, effective communication skills, and teacher-student relationships have a significant impact on students' academic performance in secondary schools.

The findings of this study align with previous research on classroom management practices and the importance of positive relationships in promoting academic success. The study emphasizes the significance of effective classroom management, communication skills, and teacher-student relationships as predictors of students' learning and academic performance.

The findings from Table 4.4 indicate that the following classroom management techniques are effective: effective communication, positive teacher-student relationship, use of reinforcement and reward, use of innovative teaching methods, constant student engagement, creating a stimulating classroom environment, teachers acting as role models, and regular use of questions during instruction. The mean values for each of these items exceeded the critical value of 2.50. On the other hand, corporal punishment was found to be ineffective, as its mean value (2.01) was below the critical value of 2.50. Therefore, it is recommended that school administrators and teachers avoid using corporal punishment as a classroom management technique, as suggested by Asiyai (2011). Table 4.5 demonstrates that effective classroom management has several positive effects on students' academic performance. These effects include increased active participation, excitement and interest in learning, motivation, concentration, respect, and enhanced concentration during classroom activities. The mean values for each of these items surpassed the critical mean value of 2.50. This implies that classroom management serves as a predictor of learners' involvement and their academic productivity.

In Table 4.6, the effectiveness of teachers' communication skills on students' academic performance is highlighted. These skills contribute to productivity, academic success, a positive classroom environment, student engagement and participation, maintenance of classroom decorum, effective teaching and learning, positive outcomes, and class inclusiveness. However, a negative or dismissive communication style by teachers has a negative impact on students' learning and behaviour. The mean values for each item, except for a negative tone or dismissive communication style, surpassed the critical mean value of 2.50. These findings suggest that communication skills are significant predictors of learners'/students' involvement as well as their academic performance.

Table 4.7 demonstrates the positive effects of teacher-student relationships on students' academic performance. These effects include enhanced productivity in teaching and learning, student motivation, identification of learning impediments, improved performance quality, comfort in asking questions, and inclusiveness in the classroom. The mean values for each of the items surpassed the critical mean value of 2.50. Therefore, the findings suggest that teacher-student relationships are predictors of students' or learners' optimum academic performance. The results from Table 4.8 indicate a significant relationship between common classroom management techniques and students' academic performance in secondary schools. This shows that these techniques strongly influence students' academic performance, particularly in Jebba South, Moro LGA, Kwara State.

Table 4.9 reveals a significant relationship between effective classroom management and students' academic performance in secondary schools. This shows that effective classroom management significantly impacts students' academic performance, particularly in Jebba South, Moro LGA, Kwara State. These findings align with previous research by Hepburn et al. (2021) on the commonly used classroom management practices among secondary school teachers, which emphasized the importance of professional development in classroom management.

Table 4.10 demonstrates a significant relationship between effective communication skills and students' academic performance in secondary schools. This suggests that effective communication skills have a substantial influence on students' academic performance, especially in Jebba South, Moro LGA, Kwara State.

Table 4.11 indicates a significant relationship between teacher-student relationship and students' academic performance in secondary schools. This implies that teacher-student relationship significantly influences students' performance, particularly in Jebba South, Moro LGA, Kwara State. These findings align with The Responsive Classroom (RC) Theory, which emphasizes the social and emotional development of students as a foundation for academic success, as well as the findings of Hepburn et al. (2021) regarding the potency of positive teacher-student relationships in classroom management practices among secondary school teachers in Queensland.

6. Conclusion and Recommendation

6.1 Conclusion

This study has clearly expatiated on the relationships between classroom management techniques and secondary school effectiveness in Jebba South, Moro LGA of Kwara State. The conclusions drawn in this study are impressive and timely, such that the classroom management techniques adopted in this research show significant relationship. Classroom management techniques adopted in this research include: Effective communication, positive teacher-student relationship, use of reinforcement and reward, use of innovative methods, constant engagement of students in activities, stimulating classroom environment, teachers acting as models, corporal punishment and regular use of questions. The conclusion drawn is that teachers use of effective classroom techniques coupled with classroom management effectiveness are the significant predictors of students learning and academic performance.

6.2 Recommendations and Suggestions for Further Studies

The effectiveness of classroom management techniques and classroom management itself is crucial in ensuring effective teaching in secondary schools. Additionally, it has been found that classroom management effectiveness positively impacts student learning. This study has identified effective classroom management techniques that should be emphasized. Therefore, it is recommended that school administrators regularly come up with seminars to provide time-to-time training for teachers on these techniques, given their significance in the teaching and learning process. It is advised that school administrators and teachers refrain from using corporal punishment as a classroom management technique, but rather exemplify good behaviour by their attire, speech, and actions, especially in the classroom. Moreover, teachers should strive to create a positive learning environment. A conducive physical learning environment in the classroom will foster a positive attitude among students towards school activities and ensure attentiveness during instructional sessions.

In reference to the findings of this research, the researcher intimates that other studies should be done in the related areas which include the following:

- Since the present research was carried out in both Public and Private Secondary Schools in only Jebba South, Moro LGA, Kwara State, same research could be done out in other areas of the local government area or in other local government areas in Kwara State to discover differences and similarities.
- Since this research was carried out in both public and private secondary schools, the researcher suggests that similar research be carried out only in either Public or private secondary schools in Moro Local Government Area, Kwara State or in other parts of Nigeria to deduce differences and similarities.
- Since this study dealt with only nine (9) classroom management techniques, research should be carried out using other classroom management techniques in order to ascertain other better techniques that can be used in managing classroom (s).

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