

CLASSROOM MANAGEMENT TECHNIQUES AND TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KWARA STATE, NIGERIA

BY

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Abstract

This study examined the relationship between classroom management techniques and teachers' job performance in public senior secondary schools in Kwara State, Nigeria. The study focused on classroom management techniques such as planning, communication, and motivation, while teachers' job performance was measured in terms of mastery of subject matter, lesson presentation, and instructional delivery. A descriptive survey of correlational design was adopted for the study. The population comprised all 247 public senior secondary schools in Kwara State. Using krejcie and Morgan sample size table, a sample of 159 principals was selected, out of which 153 valid responses were retrieved for data analysis. A researcher-designed instrument titled "Classroom Management Techniques and Teacher' Job Performance Questionnaire (CMTJPQ)" was used for data collection. The instrument was validated by experts, and a reliability coefficient of 0.86 was obtained using the test-retest method. Data were analyzed using mean, standard deviation, and Pearson's Product Moment Correlation at 0.05 level of significance. The findings revealed that teachers demonstrated a high level of classroom management techniques, particularly in planning and communication, while motivational techniques were rated moderate. Teachers' job performance was found to be moderate, with higher ratings in mastery of subject matter and lesson presentation compared to instructional delivery. The study further established a strong positive and significant relationship between classroom management techniques and teachers' job performance ($r = 0.682$, $p < 0.05$). The study concluded that effective classroom management significantly enhances teachers' professional performance in public senior secondary schools. It therefore recommended continuous professional development programmes for teachers, improved provision of instructional resources, and the establishment of mentorship systems to strengthen classroom practices and instructional effectiveness.

Keywords: Classroom Management, Techniques, Job Performance, Secondary School

Introduction

Education remains a fundamental catalyst for individual advancement and national development, and its success largely depends on the effectiveness and professionalism of teachers who implement the curriculum at the classroom level. In contemporary educational systems, teachers are expected not only to possess sound subject knowledge but also to demonstrate the ability to manage diverse classrooms, promote discipline, and create learning environments that support meaningful student engagement. Classroom management and teacher job performance are fundamental determinants of instructional quality and students' academic outcomes in public senior secondary schools (Paulines & Tantiado, 2024; Abba & Awodoyin, 2024).

In Kwara State, Nigeria, teachers operate in environments characterized by large class sizes, limited instructional resources, and diverse learner needs, making effective classroom management essential (Okeke & Adetunji, 2023). Classroom management encompasses the strategies and behaviors teachers employ to organize the learning environment, regulate students' behavior, and create conditions that support effective teaching and learning (Bello & Ojo, 2021). When properly implemented, it reduces disruptions, maximizes instructional time, and enhances student engagement. Planning involves systematic lesson preparation, structured organization of learning activities, and

anticipation of classroom challenges (Adeyemi, 2022). In resource-constrained public schools, effective planning enables teachers to sequence content logically, manage time efficiently, and maintain classroom order (Olanrewaju & Yusuf, 2024). Communication refers to the clarity and effectiveness with which teachers convey instructions, expectations, and feedback. It includes verbal and non-verbal interactions that shape students' understanding and participation (Awolola & Salisu, 2023). Clear communication is particularly vital in heterogeneous classrooms, as it minimizes misunderstandings and fosters a positive learning climate (Ibrahim & Ojo, 2021). Motivation, on the other hand, involves strategies used to stimulate students' interest and sustain engagement. Through reinforcement, goal setting, and relevant instructional materials, teachers can enhance learners' commitment and academic performance (Balogun & Akinwale, 2023).

Closely linked to classroom management is teacher job performance, defined as the extent to which teachers effectively carry out their professional responsibilities. In this study, job performance is measured through mastery of subject matter, lesson presentation, and instructional delivery. Mastery of subject matter reflects teachers' depth of content knowledge and their ability to convey concepts accurately (Abdullahi & Musa, 2022). Lesson presentation involves the organization, clarity, and coherence of teaching, including clear objectives and structured pacing (Eze & Okonkwo, 2023). Instructional delivery encompasses teaching methods, questioning techniques, feedback provision, and adaptability to learners' needs (Usman & Bello, 2024). Adewale and Emmanuel, 2023 suggested that effective classroom management significantly enhances teacher job performance. Teachers who plan adequately, communicate clearly, and motivate students effectively are better positioned to deliver instruction coherently and demonstrate subject mastery. By minimizing disruptions and fostering engagement, classroom management strengthens overall instructional effectiveness (Ojo & Salami, 2021). Therefore, examining the relationship between classroom management techniques and teacher job performance is essential for improving educational quality in public senior secondary schools in Kwara State, Nigeria.

Furthermore, the effectiveness of any educational system largely depends on the quality of teaching and learning processes that occur within the classroom. Teachers play a central role in achieving educational goals through effective classroom practices that promote discipline, engagement, and academic success. In public senior secondary schools in Kwara State, Nigeria, teachers are expected to deliver quality instruction that enhances students' cognitive, social, and moral development. However, despite policy efforts and curricular reforms, there are growing concerns about declining student performance, increasing cases of indiscipline, and inconsistent instructional quality across public secondary schools. (Nwogu et al., 2025; Shittu, 2024). One of the major challenges confronting secondary education in Kwara State is ineffective classroom management. Many classrooms are characterized by overcrowding, inadequate learning resources, and limited instructional supervision. These conditions place significant pressure on teachers to manage diverse learners with varying academic abilities and behavioral tendencies. In such contexts, teachers often struggle to maintain order, sustain students' attention, and implement learner-centered teaching methods. Consequently, classroom environments become less conducive to meaningful learning. (Ibiwoye, 2025; UKRJAHS, 2026). Planning, communication, and motivation are key classroom management techniques that determine how effectively teachers organize instruction and control learning situations. (Abba & Awodoyin., 2024). However, observations and empirical studies suggested that many teachers lack adequate skills in lesson planning, classroom communication, and student motivation (Eze & Okeke, 2023). Some teachers enter classrooms with poorly structured lesson plans, unclear instructional objectives, and limited use of interactive teaching strategies (Ogunode & Iroegbu, 2022). This situation leads to confusion among students,

reduced participation, and frequent classroom disruptions, which ultimately hinder effective teaching (Ogbu & Ebenebe, 2025).

More so, teachers' job performance in public senior secondary schools appears to be inconsistent, particularly in the areas of mastery of subject matter, lesson presentation, and instructional delivery (Abba & Adedoyin, 2024; Eze & Yusuf, 2023). Reports from school administrators and education stakeholders indicate that some teachers demonstrate limited content knowledge, weak pedagogical skills, and poor communication abilities. (Ibrahim & Okeke, 2022). These deficiencies affect lesson quality, reduce students' understanding, and weaken academic outcomes (Ogunode & Adamu, 2023). In some cases, teachers rely heavily on outdated teaching methods, excessive teacher talk, and minimal learner involvement, which further limits instructional effectiveness. (Salihu & Mohammed, 2021; Adeyemi;2024). Despite the recognized importance of classroom management in improving teacher performance, there is a noticeable gap in empirical research focusing specifically on public senior secondary schools in Kwara State. Most existing studies either concentrate on primary education or examine student outcomes without adequately exploring teachers' professional performance. As a result, there is limited context-specific evidence on how classroom management techniques influence teachers' job performance within this educational setting. The lack of adequate data and localized research makes it difficult for policymakers, school administrators, and teacher educators to design effective interventions for improving teaching quality. Without a clear understanding of the relationship between classroom management techniques and teachers' job performance, professional development programmes may remain ineffective and disconnected from actual classroom realities. Therefore, the problem of this study lies in the insufficient empirical understanding of how classroom management techniques, specifically planning, communication, and motivation, relate to teachers' job performance in terms of mastery of subject matter, lesson presentation, and instructional delivery in public senior secondary schools in Kwara State, Nigeria. Addressing this problem is essential for improving teaching effectiveness, strengthening school management practices, and enhancing students' academic achievement in the state.

Literature Review

Classroom management and teachers' job performance are central determinants of educational effectiveness, particularly at the senior secondary school level. Classroom management refers to the strategies and techniques teachers use to create and maintain an orderly, productive, and supportive learning environment (Emmer & Sabornie, 2020). Teachers' job performance, on the other hand, involves the degree to which teachers effectively perform professional tasks such as mastery of subject matter, lesson presentation, and instructional delivery (Danielson, 2020). In Nigeria, especially in public senior secondary schools in Kwara State, concerns about declining academic standards, student indiscipline, and teacher effectiveness have renewed scholarly interest in understanding how classroom management techniques influence teacher performance (Adewale & Obiyan, 2021). Effective classroom management is not limited to controlling student behavior but encompasses proactive planning, effective communication, and motivational strategies that promote meaningful learning (Marzano et al., 2020). These dimensions align with teachers' performance indicators, suggesting a strong conceptual and empirical relationship between the two constructs. This literature review examines classroom management techniques which include planning, communication, and motivation, and their relationship with teachers' job performance which are mastery of subject matter, lesson presentation, and instructional delivery, within the context of public senior secondary schools in Kwara State, Nigeria. Classroom management is broadly defined as the set of teacher actions that establish order, engagement, and positive learning conditions in the classroom (Emmer & Sabornie, 2020). It

involves organizing physical space, setting classroom rules, managing time, maintaining discipline, and fostering positive teacher–student relationships. Modern perspectives view classroom management as preventive and instructional rather than punitive (Brophy, 2020). Teachers are expected to anticipate challenges and design learning experiences that minimize disruptions. This approach emphasizes planning, communication, and motivation as core management strategies that shape student behavior and academic engagement. In Nigerian public schools, where overcrowded classrooms and limited resources are common, effective classroom management becomes even more critical. Teachers must rely on strong professional skills to maintain control and ensure instructional effectiveness (Ogunbayo & Mhlanga, 2022).

Planning is a fundamental classroom management technique that involves preparing lesson objectives, instructional materials, teaching methods, and assessment strategies before classroom interaction (Marzano et al., 2020). Planning enables teachers to anticipate potential classroom challenges and align instruction with curriculum goals. Royal and Horn (2020) argue that effective planning enhances classroom flow, reduces uncertainty, and increases teacher confidence. Teachers who plan effectively are more likely to maintain lesson structure, manage time efficiently, and sustain student attention. In the Nigerian context, planning is closely linked to professional competence. Ogunbayo and Mhlanga (2022) found that teachers’ professional planning skills significantly predicted instructional effectiveness in secondary schools. Similarly, Abdullahi et al. (2025) reported that teachers’ mastery of lesson preparation positively influenced students’ attitudes toward learning in senior secondary schools. Communication is central to classroom management and instructional success. It includes verbal explanations, questioning techniques, feedback, body language, and tone of voice (Brophy, 2020). Effective communication ensures that students understand learning objectives, classroom rules, and instructional tasks. Falcon et al. (2024) demonstrated that teachers’ engaging communication patterns significantly improve student participation and classroom attention. Teachers who communicate clearly and enthusiastically are more likely to sustain learner interest and reduce behavioral problems. Communication is particularly important due to students’ diverse linguistic and cultural backgrounds. Teachers who use simple language, relevant examples, and interactive questioning techniques tend to achieve better classroom control and learning outcomes (Ukozor, 2025). Communication also influences teachers’ lesson presentation and instructional delivery. Clear explanations, effective questioning, and timely feedback improve lesson clarity and help teachers monitor student understanding. Poor communication, on the other hand, leads to confusion, disengagement, and classroom disorder. Motivation refers to the strategy teachers use to stimulate students’ interest, participation, and commitment to learning (Deci & Ryan, 2020). Motivational techniques include praise, encouragement, rewards, supportive feedback, and creating a positive classroom climate. Adedigba and Sulaiman (2020) found that teachers’ classroom management styles significantly influenced pupils’ motivation and academic achievement in Kwara State. Although their study focused on primary schools, the findings are relevant to secondary education, where student motivation remains a key determinant of engagement and discipline. Motivated students are more cooperative, attentive, and willing to participate in classroom activities. This reduces behavioral problems and enhances teachers’ ability to deliver instruction effectively. Motivation therefore serves as both a classroom management tool and a performance enhancer. Teachers’ own motivation also affects their job performance. When teachers feel supported, confident, and professionally fulfilled, they demonstrate higher levels of commitment, lesson preparation, and instructional quality (Darling-Hammond, 2020).

Teachers’ job performance refers to how effectively teachers carry out professional responsibilities in the teaching–learning process (Danielson, 2007). This study focuses on three key indicators: mastery of subject matter, lesson presentation, and instructional delivery. Mastery of subject matter involves a teacher’s depth of knowledge and

ability to interpret and explain content accurately (Shulman, 1986). Teachers with strong content knowledge can answer questions confidently, correct misconceptions, and link concepts to real-life situations. Abdullahi et al. (2025) found a significant relationship between teachers' classroom management skills and mastery of subject matter in Nigerian secondary schools. Teachers who manage classrooms effectively are better positioned to focus on content delivery rather than disciplinary issues. Subject mastery also supports classroom management by increasing teacher authority and credibility. Students are more likely to respect and cooperate with teachers who demonstrate strong knowledge of their subjects. Lesson presentation refers to how teachers organize and deliver instructional content during classroom interaction (Rosenshine, 2020). Effective lesson presentation involves clear structure, logical sequencing, appropriate pacing, and engaging teaching methods. Ukozor (2025) reported that classroom management styles significantly influenced teachers' lesson presentation in public secondary schools in Abuja. Teachers who employed proactive management strategies demonstrated higher levels of clarity, organization, and student engagement. Planning and communication directly support lesson presentation. Teachers who prepare thoroughly and communicate effectively are more likely to deliver coherent and engaging lessons.

Instructional delivery refers to the practical execution of teaching strategies, including the use of teaching aids, assessment techniques, and learner-centered methods (Tomlinson, 2020). It reflects how teachers translate planning into actual classroom practice. International education studies indicate that instructional delivery quality is strongly influenced by teachers' classroom management competencies. Teachers who maintain orderly and motivating classrooms can implement interactive teaching methods more effectively. In Nigerian public schools, instructional delivery is often constrained by large class sizes and limited resources. However, effective classroom management enables teachers to adapt instructional strategies and maintain teaching quality despite these challenges. The literature consistently demonstrates a positive relationship between classroom management and teachers' job performance. Planning enhances subject mastery and lesson organization. Communication improves lesson clarity and student engagement. Motivation fosters positive classroom climate and instructional effectiveness. Abba and Awodoyin (2024) found that teachers' classroom management techniques significantly predicted students' academic performance in Adamawa State. Although the study focused on student outcomes, the findings imply improved teacher instructional performance. Similarly, studies in Abuja and Sokoto revealed strong correlations between classroom management styles and teachers' job effectiveness (Ukozor, 2025; Abdullahi et al., 2025). These findings support Kounin's classroom management theory, which emphasizes proactive strategies such as lesson flow, clarity, and engagement as foundations for effective teaching. They also align with human relations theory, which highlights the role of interpersonal skills and motivation in organizational performance.

Purpose of the Study

The main purpose of this study is to examine the relationship between classroom management techniques and job performance in public senior secondary schools in Kwara State, Nigeria. Specifically, the study sought to:

- i. discover the extent of classroom management techniques used by teachers in public senior secondary schools in Kwara State, Nigeria;
- ii. assess the level of teachers' job performance in public senior secondary schools in Kwara State, Nigeria;

Research Questions

This following research questions was raised to guide the study:

- i. What is the extent of classroom management techniques adopted by teachers in public senior secondary schools in Kwara State, Nigeria?
- ii. What is the level of teachers' job performance in public senior secondary schools in Kwara State, Nigeria?

Research Hypotheses

The following research hypothesis was formulated to guide the conduct of the study:

Ho: There is no significant relationship between classroom management techniques and job performance in public senior secondary schools in Kwara State, Nigeria.

Methodology

This study adopted a descriptive survey of correlational type. A correlational research design is used to determine the degree and direction of the relationship between two or more variables without manipulating any of them. This design is suitable for the study because it investigates the relationship between classroom management techniques (independent variable) and teachers' job performance (dependent variable) in public secondary schools in Kwara State. The population for this study consisted of all the 247 public senior secondary schools in Kwara State, comprising 247 (Annual School Census Report, 2023). Krejcie and Morgan sample size table was used to select the 159 principals who participated in the study. This method ensured that the sample was adequately representative of the study population. A researcher-designed questionnaire titled: "Classroom Management Techniques and Teachers' Job Performance Questionnaire (CMTTJPQ)" was used to gather data from the principals and teachers in the sampled public schools. The instrument was divided into two major sections. Section A captured demographic data of respondents, while Section B consisted of items related to classroom management techniques and teachers' job performance. The face and content validity of the instrument was established to ensure that it accurately measured the variables under investigation. This validation process was carried out by the researcher's supervisor and three lecturers from the Department of Educational Management and Counselling, Faculty of Education, Al-Hikmah University, Ilorin. These experts reviewed the instrument for clarity, relevance, appropriateness, and alignment with the study objectives, and necessary corrections were incorporated based on their feedback. To establish the reliability of the instrument, a test-retest reliability method was employed. Thirty copies of the questionnaire were administered to teachers in public senior secondary schools outside the selected sample within Kwara State. After an interval of two weeks, the same instrument was re-administered to the same respondents. The scores obtained from the two administrations were analyzed using Pearson's Product Moment Correlation Coefficient, which yielded a reliability coefficient of 0.86, indicating that the instrument was reliable and consistent for use in the main study. A letter of introduction seeking approval to conduct the study among the principals was obtained from the Head of Department, Educational Management and Counselling, Faculty of Education, Al-Hikmah University, Ilorin. The researcher, with the assistance of three trained research assistants, administered the research instrument to the respondents. Out of the 159 copies of the questionnaire administered, 153 copies were successfully retrieved and used for data analysis. Data collected were analyzed using both descriptive and inferential statistical methods. Descriptive statistics such as mean and standard deviation were used to answer the research questions, while the hypothesis was tested using Pearson's Product Moment Correlation statistics at 0.05 level of significance. A mean rating scale of 0.00–1.99 = Low, 2.00–2.99 = Moderate, 3.00 and above = High, was used to determine the level of classroom management techniques and teachers' job performance in public senior secondary schools in Kwara State.

Results

Research Question One: What is the extent of classroom management techniques adopted by teachers in public senior secondary schools in Kwara State, Nigeria?

Table 1: Extent of Classroom Management Techniques Adopted by Teachers

S/N	Items	SA	A	D	SD	Mean	Remark
1	Planning	60	58	47	10	3.10	High
2	Communication	65	60	18	10	3.18	High
3	Motivation	40	55	38	20	2.75	Moderate
	Total					3.01	High

Table 1 presents teachers' classroom management techniques across planning, communication, and motivation. The overall mean score (3.01) indicates a high level of classroom management practices among teachers. Communication recorded the highest mean (3.18), showing strong ability in classroom interaction and information delivery. Planning (3.10) was also rated high, indicating that teachers regularly prepare lesson plans, organize instructional materials, and manage classroom time effectively. while motivation (2.75) was rated moderate, implying that although teachers use some motivational strategies such as praise and encouragement, these practices are not consistently or optimally applied. These results imply that although teachers demonstrate effective planning and communication Techniques, their motivational practices are not yet at optimal levels and greater emphasis is needed on motivational strategies to further improve classroom management effectiveness.

Research Question Two: What is the level of teachers' job performance in public senior secondary schools in Kwara State, Nigeria?

Table 2: Level of Teachers' Job Performance

S/N	Items	SA	A	D	SD	Mean	Remark
1	Mastery of Subject Matter	55	60	28	10	3.05	High
2	Lesson Presentation	48	57	33	15	2.90	Moderate
3	Instructional Delivery	40	52	41	20	2.73	Moderate
	Total					2.89	Moderate

Table 2 reveals that teachers' job performance in public senior secondary schools in Kwara State, Nigeria is moderate (overall mean = 2.89). Mastery of Subject Matter recorded a high mean score (3.05), indicating that teachers perform relatively well in presenting subject content and engaging students during instruction. However, Lesson Presentation (2.90) and Instructional Delivery (2.73) were rated moderate. This implies that while teachers are fairly effective in Mastery of Subject Matter, there are gaps in Lesson Presentation and Delivering instructions effectively. The moderate overall rating suggests that job performance can be significantly improved through targeted professional development and improved resource provision.

Hypothesis Testing

H₀: There is no significant relationship between classroom management techniques and teachers' job performance in public senior secondary schools in Kwara State, Nigeria.

Table 3: *Classroom Management Techniques and Teachers' Job Performance in Public Senior Secondary Schools*

Variable	N	Mean	SD	df	Cal. r-value	p-value	Decision
Classroom Management Techniques	153	3.01	0.64	151	.682	.000	H ₀ : Rejected
Teachers' Job Performance	153	2.89	0.71				

Table 3 shows a statistically significant relationship between classroom management techniques and teachers' job performance, with a calculated p-value of .000, which is less than the set significance level of 0.05. Consequently, the null hypothesis is rejected. The correlation coefficient ($r = .682$) indicates a strong positive relationship between the two variables. This implies that as teachers' classroom management techniques improve in terms of planning, communication, and motivation, their job performance in mastery of subject matter, lesson presentation, and instructional delivery also increases. In essence, effective classroom management significantly enhances teachers' professional performance in public senior secondary schools in Kwara State.

Discussion

The findings of the study indicate that teachers in public senior secondary schools in Kwara State exhibit a high level of competence in classroom management techniques, particularly in the areas of planning and communication. This suggests that teachers are generally well-organized in structuring their lessons and are effective in delivering instructional content in a clear and understandable manner. Such effectiveness in planning and communication plays a crucial role in creating a conducive learning environment where students can easily follow lessons and remain

actively engaged. These results are consistent with the work of Adedigba and Sulaiman (2020), who observed that well-structured lesson planning and effective communication significantly improve students' engagement and academic achievement in Nigerian secondary schools. The strong performance in communication further implies that teachers are able to give precise instructions, provide timely and constructive feedback, and maintain meaningful interactions with students throughout the teaching and learning process. Despite these strengths, the study revealed a moderate level of effectiveness in the use of motivational techniques among teachers. This suggests that while teachers make some effort to encourage and inspire students, there are noticeable gaps in sustaining learners' interest, participation, and enthusiasm over time. Motivation is a critical component of classroom management, as it directly influences students' willingness to learn and their overall academic performance. The moderate rating in this area may be attributed to several challenges faced by teachers, including heavy workloads, limited access to continuous professional development, and inadequate institutional support. This finding aligns with Ogunyemi (2022), who reported that many secondary school teachers in Nigeria struggle to consistently motivate their students due to systemic constraints within the education sector. As a result, although some motivational strategies are employed, they are often not applied consistently or effectively enough to produce optimal outcomes.

Furthermore, the study found that teachers' overall job performance in public senior secondary schools is at a moderate level. Higher levels of performance were recorded in areas such as mastery of subject matter and lesson presentation, indicating that teachers generally possess adequate knowledge of their subjects and are capable of delivering lessons in an organized and coherent manner. This supports the findings of Olatunji (2024), who noted that Nigerian teachers are often academically competent and demonstrate sound instructional skills. However, their performance is frequently hindered by broader systemic issues, including overcrowded classrooms, insufficient teaching materials, and limited infrastructural support. In addition, the moderate rating observed in instructional delivery highlights ongoing challenges in effectively translating knowledge into impactful classroom practices. This finding agrees with Okoli and Eze (2023), who emphasized that poor learning environments and a lack of adequate teaching aids continue to undermine the quality of instruction in public secondary schools. These constraints make it difficult for teachers to fully implement innovative and student-centered teaching methods, thereby affecting the overall effectiveness of the teaching and learning process. Most importantly, the study established a strong, positive, and statistically significant relationship between classroom management techniques and teachers' job performance. This indicates that the way teachers manage their classrooms has a direct and meaningful impact on how well they perform their professional duties. Effective classroom management—particularly in terms of planning, communication, and motivation—enhances teachers' ability to demonstrate mastery of subject matter, deliver well-structured lessons, and engage students in meaningful learning activities. This finding is consistent with previous studies by Abba and Awodoyin (2024) and Ukozor (2025), both of which concluded that classroom management practices are strong predictors of teachers' instructional effectiveness and overall professional performance. The implication of this finding is clear: improving classroom management strategies can lead to significant improvements in teachers' job performance. By strengthening their skills in lesson planning, enhancing communication techniques, and adopting more effective motivational strategies, teachers can create more engaging and productive learning environments. Consequently, this will not only improve their instructional delivery but also contribute to better student outcomes. Overall, the study underscores the importance of continuous professional development, institutional support, and investment in educational resources to enable teachers to maximize their effectiveness in the classroom.

Conclusion

The study concludes that teachers in public senior secondary schools in Kwara State exhibit a generally high level of classroom management techniques, particularly in planning and communication, while motivational practices remain moderate. Teachers' job performance is also moderate, with strengths in subject mastery and lesson presentation but noticeable challenges in instructional delivery. The significant positive relationship between classroom management techniques and teachers' job performance underscores the critical role of effective classroom practices in improving teaching quality. Enhancing teachers' skills in planning, communication, and motivation is therefore essential for strengthening instructional effectiveness and achieving educational goals in public secondary schools.

Recommendations

Arising from the findings of the study, the following recommendations are made:

- i. The Ministry of Education and school management should organize regular professional development programmes focusing on classroom management strategies, particularly motivational techniques, to enhance teachers' instructional effectiveness.
- ii. Government and school administrators should provide adequate teaching resources, instructional materials, and supportive learning environments to enable teachers to implement effective classroom management and improve instructional delivery.
- iii. School management should establish mentorship and peer-support systems where experienced teachers guide less-experienced colleagues. This will promote the sharing of best practices in classroom management, strengthen professional competence, and improve teachers' job performance.

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