AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.16 (1), September-December, 2025 https://ajemates.org

TEACHERS' CLASSROOM MANAGEMENT SKILLS AS CORRELATES OF ACADEMIC ACHIEVEMENT IN SOCIAL STUDIES AMONG JUNIOR SECONDARY SCHOOL STUDENTS IN DELTA-STATE

Christopher C Uyamasi
Department of Arts and Social Sciences Education
University of Delta Agbor
Email: christopher.uyamasi@unidel.edu.ng
Tel:08034331571

ABSTRACT

This study investigated the relationship between teachers' classroom management skills and students' academic achievement in Social Studies at the junior secondary school level in Ika North-East LGA of Delta State. Three research questions and three hypotheses were developed to guide the research. The study adopted a correlational research design. The target population included all public junior secondary schools within the selected local government area. A purposive sampling method was employed to select participants. Data collection involved one instrument. Additionally, JSS two promotion results of selected students were collected. The reliability of the questionnaire was confirmed using the Cronbach Alpha method, yielding a reliability coefficient of 0.72. The hypotheses were tested using the Pearson Product Moment Correlation at a 0.05 level of significance. The study found no significant relationship between students' academic achievement in Social Studies and teachers' organizational skills, disciplinary skills, or motivational techniques. Despite these findings, the study recommended among others that Schools and training bodies should focus on professional development programs on pedagogical methods that enhance engagement and understanding in social studies, Teachers should work on enhancing their disciplinary strategies to support improved academic outcomes among students and teachers should be trained to use evidence-based, student-centered motivational strategies, such as goal-setting, relevance-building.

Keywords: Teacher, Classroom, Management-skills, Student, Academic-achievement, Social-studies

Introduction

Teachers play a crucial role in the educational process. The effectiveness of instruction and the overall outcomes of education are largely influenced by how well teachers perform their duties. The standard of teaching is a major factor in determining how well students learn. This, in turn, is shaped by the quality of individuals entering the teaching profession, the level of their ongoing professional training, their teaching practices, and the conditions in which they work. The Federal Republic of Nigeria in National Policy on Education (FRN, 2024) reiterated that the quality of any education system is directly linked to the quality of its teachers. The policy outlines several objectives for teacher education, including the development of highly motivated, dedicated, and capable teachers for all educational levels; fostering a spirit of inquiry and creativity; helping teachers integrate into community and societal life;

strengthening their dedication to national objectives; equipping them with both academic and professional foundations for their roles; and ensuring they can adapt to evolving educational demands while maintaining strong professional commitment.

Consequently, classroom management is a critical factor in fostering an environment conducive to learning and significantly impacts students' academic achievement. Effective classroom management encompasses several dimensions including interpersonal relationships time management and class control. Each of the dimensions play a vital role in creating a structured and supportive learning environment. Recent studies from 2019 to 2024 have highlighted various aspects of this influence. Positive interpersonal relationships between teachers and students create a supportive and motivating learning environment. According to Emmer and Sabornie (2022), when students perceive their teachers as supportive and caring, they are more likely to engage in classroom activities and demonstrate improved academic achievement. This supportive environment helps in reducing anxiety and fostering a sense of belonging among students, which is crucial for academic success. Moreover, a study by Roorda et al (2021) found that positive teacher-student relationship was linked to high level of students' engagement and academic achievement. When teachers invest time in building strong relationship with their students, it can lead to increased trust and better communication, both of which are essential for effective learning. Interpersonal relationships between teacher and students play a crucial role in achieving student academic achievement. According to Adeleke and Adeleke (2024), Positive teacher-student relationships are significantly correlated with high academic achievement in Nigerian secondary schools. The study highlighted that, students who perceive their teachers as supportive and approachable tend to exhibit better academic outcome. This is because a supportive teacher creates an environment where students feel safe, valued and motivated to engage in learning activities.

Social studies instruction is adaptable, allowing teaching and learning to occur both within and beyond the confines of a traditional classroom setting. Also, the primary purpose of the classroom is to have a knowledgeable guide who facilitates, organizes, and oversees instruction in line with established learning goals especially in Social Studies.

The social studies classroom is ideally designed to be highly interactive, as students tend to learn more effectively when they are actively involved in the learning process (Bonwell & Eison, 2021). This interactive approach helps the teacher make informed decisions about instructional materials, teaching methods, and overall classroom management. For instruction to be effective, it must be well-organized and intentionally guided (Gagne, Briggs, & Wager, 2022) Supporting this idea, Ihebereme (2023) emphasized that when students are not engaged in classroom activities, they tend to lose focus and interest in their studies. Active participation such as answering questions or contributing to discussions reflects the level of learning students have achieved. It also allows the teacher to evaluate their own teaching effectiveness based on student engagement (Slavin, 2024). Moreover, using interactive teaching strategies broadens the intellectual

growth of both the teacher and the students (Iyamu, 2023).

However, the widespread concern over students' poor academic performance in Nigeria has drawn the attention of many stakeholders. This issue is particularly alarming in Delta State and has contributed to the widely perceived decline in educational standards across the country. Traditionally, student outcomes in both internal and external examinations have been a key measure of the effectiveness and quality of teachers and their teaching practices (Okeke & Odikanwa, 2025). This is exemplified in the performance of students in Basic Education Certificate Examination (BECE) in Ika North- East Local Government Area, Delta state between 2020 and 2024.

The academic performance of students in Social Studies during the Basic Education Certificate Examination (BECE) in Ika North-East Local Government Area of Delta State between 2020 and 2024.It was observed that the total enrolment was 2,720 students in 2020, out of this, 60 students had distinction, 670 students had credits while 890 students had pass. The 2020 BECE recorded failure of 1,090 students. In 2021, it was observed that the total enrolment was 2,299 students, out of these 80 students had distinction, 298 students had credits while 1,028 students had pass. The 2021 BECE recorded failure of 885 students. In 2022, it was observed that the total enrolment was 2,251 students, out of this, 85 students had distinction, 370 students had credits while 1,251 students had pass. The 2022 BECE recorded failure of 541 students. In 2023, it was observed that the total enrolment was 2,172 students, out of this, 78 students had distinction, 341 students had credits while 1,124 students had pass. The 2023 BECE recorded failure of 623 students. However, in 2024, it was observed that the total enrolment was 1,975 students, out of this, 50 students had distinction 480 students had credits while 571 students had pass. The 2024 BECE recorded failure of 863 students.

Etuk, Afangideh, and Uya (2023) suggested that students frequently evaluate their teachers based on factors such as the teacher's mastery of the subject, communication skills, selection of appropriate teaching methods, and overall classroom management abilities. A teacher who is highly rated in these areas, according to students' perceptions, is more likely to gain confidence, respect, and admiration. Good teachers are the hallmark in educational system because they are integral to children's intellectual and social development. Good teachers in this context refers to effective teachers who make an extraordinary and lasting impact on the lives of students not only through the knowledge that are pass across to them but also through their personal qualities (Hattie, 2022). This study was to evaluate teachers' classroom management skills as correlates of students' academic achievement in Social Studies in the junior Secondary school in Ika North East Local Government Area of Delta state.

Statement Of the Problem

The poor academic performance of junior secondary school students in Social Studies in Ika North-East Local Government Area has raised several concerns. Analyzing the students' performance in the Basic Education Certificate Examination (BECE) for Social Studies between 2020 and 2024 reveals some troubling trends. In 2020, 2,720 students

registered for the BECE, with 1,090 students failing. In 2021, 2,299 students enrolled, and 885 students failed. In 2022, 2,251 students participated, with 541 students failing. In 2023, 2,172 students enrolled, and 623 students failed. Finally, in 2024, 1,975 students registered, and 863 students failed. Social studies classroom can be flexible, meaning that instruction can be formal, informal or acquired through interactive learning or teaching. Ideally, a social studies classroom should be centered on both the teacher and the learners to promote the exchange of ideas and knowledge. However, in trying to maintain order, teachers may sometimes unintentionally worsen the situation, leading to negative outcomes such as student apathy, loss of interest in the subject, and potentially poor academic performance. Based on this rationale, the present study examined teachers' classroom management skills as correlates of students' academic achievement in Social Studies at the junior secondary school level at Ika North-East Local Government Area, Delta State.

Objective of the study

The objectives of the study are to:

1. Examine the relationship between teachers' organizational skills and students' academic achievement in Social Studies.
2. Determine the influence of teachers' disciplinary skills on student's academic achievement in Social Studies.
3. Ascertain if teachers' motivational techniques have influence on student's academic achievement in social studies.

Research Question

The following research questions were raised to guide the study.

1. Is there any relationship between teachers' organizational skills and students' academic achievement in Social Studies?
2. What is the influence of teachers' disciplinary skills on student's academic achievement in Social Studies?
3. What is the influence of teachers' motivational techniques on student's academic achievement in social studies?

Hypotheses

1. There is no significant relationship between teachers' organizational skills and students' academic achievement in Social Studies.
2. There is no significant relationship between teachers' disciplinary skills and student's academic achievement in Social Studies.
3. There is no significant relationship between teachers' motivational techniques and student's academic achievement in Social Studies.

Methodology

The correlational research design was used to investigate teachers' classroom management skills as correlates of students' achievement. The population consists of teachers in the eighteen (18) public junior Secondary school in Ika North-East Local Government Area, Delta State. The sample size of sixty (60) was selected using random sampling technique was used to select all the junior secondary schools in the Local government. The study has two instruments which were used for data

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.16 (1), September-December, 2025 https://ajemates.org

collection. Teachers' questionnaire title: Teachers' Classroom Management Skill and Students' Academic Achievement in Social Studies (TCMSSAASS), and students result. The questionnaire was in two sections. Section A contains demographic variables while section B comprises of items concerning teachers' classroom organizational skills, disciplinary skills and teacher' motivational skills. The questionnaire items were four point modified Likert scale strongly agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The instrument was subjected to pilot testing in order to establish the reliability of the instrument. To achieve this, the instrument was administered to 50 social studies teachers of junior secondary schools in Ika south L.G.A of Delta state, which was outside the study area but shares similar traits with the study area. The responses were analyzed using Cronbach Alpha method and a reliability of 0.72 was obtained. The data was collected by the researcher and two research assistants to ensure proper collection of the questionnaire. Descriptive statistics of mean and standard deviation were used to answer research question raised. The hypotheses were tested using Pearson Product Moment Correlation. All hypotheses were tested at 0.05 level of significance.

Results

TABLE I Pearson's Correlation between Teacher's Organizational Skills and Students' Academic Achievement

Variables	N	R	p-value (Sig 2-tailed)	Decision
Organizational Skills	60	082	.533	**Not Significant**
Academic Achievement	60			

a=.05

Table 1 showed the number of respondents (N)=60, a correlation value (r)=.082 and p-value=.533. Testing the hypothesis at an alpha level (a) of .05, the p-value of .533 is greater than the alpha level; therefore, the null hypothesis that says "There is no significant relationship between teachers' organizational skills and students' academic achievement in social studies" is hereby retained.

TABLE 2: Pearson's Correlation between Teachers Disciplinary-Skills and Student Academic Achievement

Variables	N	R	p-value (Sig 2-tailed)	Decision
Organizational Skills	60	024	857	**Not Significant**
Average Academic Achievement	60			

a=.05

That 2 showed the number of respondents (N) = 60, a correlation value (r) = .024 and p-value = .857. Testing the hypothesis at an alpha level of .05 the p-value of .857 is greater than the alpha level; therefore, the null hypothesis that says "There is no significant relationship between teachers' disciplinary-skills and

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.16 (1), September-December, 2025 https://ajemates.org

students' academic achievement in social studies" is hereby retained.

TABLE 3: Pearson's Correlation between Teachers' Motivation Techniques and Students' Academic Achievement

Variables	N	R	p-value (Sig 2-tailed)	Decision
Organizational Skills	60	116	377	**Not Significant**
Average Academic Achievement	60			

a=.05

Table 3 showed the number of respondents (N) = 60, a correlation value (r) = .116 and p-value = .377. Testing the hypothesis and alpha Table V showed the number of respondents (N) = 60, a correlation value (r) =.116 and p-value = 377. Testing the hypothesis at an alpha level of .05 the p-value of .377 is greater than the alpha level; therefore, the null hypothesis that says "There is no significant relationship between teachers' motivation techniques and students' academic achievement in social studies" is hereby retained

Discussion

The results regarding teachers' organizational skills and students' academic performance in Social Studies indicated that there is no connection between teachers' classroom management abilities and students' academic success in the subject. This suggests that teachers' organizational skills have no impact on students' academic achievement in Social Studies. Nevertheless, this is related to Iroha and Ogbonaya (2021) who emphasized that a well organize teacher positively influences students' attitude towards learning and enhances their academic achievement. Their study showed that when teacher exhibit strong organizational skills such as effective planning, time management, classroom control, and record keeping, students tend to become more motivated, better behaved, and more focused on their studies. Eze and Okeke (2022) in their study in Delta State found that Secondary school students performed better academically when taught by teachers who displayed strong organizational abilities. In another study, Ogunyemi (2020) highlighted that, organizational strategies like setting clear goals, lesion pacing, and structured classroom routines correlate positively with student academic success.

The finding on Teachers' Disciplinary-Skills and Students' Academic Achievement in Social Studies revealed that teachers' disciplinary skills do affect students' academic achievement in social studies whether positively or negatively. Osakwe (2022) in a study in Delta State concluded that disciplinary measures such as clear rules, reinforcement, and structured routines help promote student responsibility and lead to higher academic performance. Adeyemi (2023) in a study in Ondo state Nigeria, showed that teachers who employed consistent and firm but non punitive disciplinary technique saw better academic result from students. The study linked effective classroom control with increased instructional time. Iroha and Ogbonaya (2021) found that secondary school students taught by teachers with good

classroom control and disciplinary strategies performed significantly better than those in less managed setting.

The findings indicate that there is no significant connection between the motivational techniques used by teachers and students' academic performance in social studies. Okoye and Njoku (2022) in a study in Enugu state Nigeria Showed that that, teachers who used motivational tools like reward system, learner-centered method, and real-life illustration saw increased students' performance, particularly in subjects like English and mathematics. Afolabi (2023) in a study in Southwest Nigeria demonstrated that when teachers used encouragement, participatory teaching, and recognition of student effort, students' confidence and performance improve notably. Osei and Mensah (2023) in a study in Ghana revealed a strong positive correlation between teachers' motivational approach and students' academic self-efficacy and results, especially in urban public schools.

Conclusion

The main conclusion drawn from the analysis of the results is that there is no significant relationship between teachers' organizational skills and students' academic achievement in social studies. This implies that there is no connection between teachers' classroom management abilities and students' academic success in the subject, teachers' disciplinary skills do affect students' academic achievement in social studies whether positively or negatively and the findings indicate that there is no significant connection between the motivational techniques used by teachers and students' academic achievement in social studies.

Recommendations

Based on the study's findings, the following recommendations were proposed.

1. Schools and training bodies should focus on professional development programs on pedagogical methods that enhance engagement and understanding in social studies.
2. Teachers should work on enhancing their disciplinary strategies to support improved academic outcomes among students.
3. Teachers should be trained to use evidence-based, student-centered motivational strategies, such as goal-setting, relevance-building.

REFERENCES

Adeleke T.E & Adeleke B.B. (2024). Teachers Classroom Management and Students Academic Achievement in selected public Secondary schools in Ibadan North L.G.A Oyo State. *International Journal of academic Management science Research (IJAMSR) ISSN: 2643-900x, 8(7) July, 2024. 304-311.*

Adeyemi, S.A (2023) Teacher Disciplinary Strategies and academic performance of students in Ondo State Secondary schools. *Journal of educational practice and research. 10(1),42-58.*

Afolabi, A.O. (2023) Teacher influence on Student Motivation and learning outcomes in southwestern Nigeria. *Journal of Teaching and Learning in Africa, 11(1),32-34.*

Bonwell, C.C & Eison J.A. (2021) Active learning: Creating Excitement in the

classroom. ASHE-ERI Higher Education Report. No:1

Efuk, N.E, Afangideh, M.E. &Uya, A.O. (2023). Students Perception of teachers' characteristics and other attitude towards Mathematics in Oron Education Zone.*Nigeria International Education Studies*, 6(2), 62-74.

Emmer, E.T.& Sabonie, E.J. (Eds) (2022), Handbook of classroom management (3rded) London: Routledge.

Eze, A.U, & Okeke, C.M. (2022) Influence of Teacher Management Skills 0n academic performance of Secondary School Students in Delta State. Nigerian Journal of Educational Research and Evaluation, 21(1),55-69.

Federal Ministry of Education (2024) National Policy on Education 2024 edition. https://srjlegal.com/national-policy-on-education-and-basic-education-in-nigeria.

Gagne R.M, Briggs L.J, and Wager, W.W (2022). Principles of instructional Design (4th Ed) Harcourt Brace Jovanovich College Publishers.

Hattie, J. (2022) Visible learnig for Teachers: Maximizing impact on learning. Routhedge.

Ihebereme, C.I, (2023). Interactive instructional caring. Classroom practice for effective teaching in Secondary Schools. *Rivers Journal of Social studies*, 6, 32-39

Iroha, E.A, & Ogbonaya, C.A. (2021) Teachers' classroom Managements skills and students' academic performance in Nigerian Schools. *African Journal of* Educational *Management. 15(1).22-35.*

Iyamu, E.O.S (2023) Teacher perception of the Dimensions of Classroom interaction in Nigeria Secondary Schools. *International Education* Journal, *6(5),619-625.*

Ogunyemi, A.O. (2020) The role of Teacher planning and Organisation in enhancing Student performance. Journal of classroom management and Education, 12(3), 88-102.

Okeke, Nil & Odinanwa V.C (2025) Classroom management practice and students' academic performance in Public Secondary Schools in Anambra State. Journal of Educational Research & Development 8(1), 40-53

Okoye, N.C. & Njoku, P.M (2022) Effect of teacher motivational technique on students' academic performance in Enugu State Secondary School. Educational innovation 7(2), 45-49.

Osakwe, R.N (2022) Impact of Teacher Disciplinary Strategies and academic performance of students in Delta State. *Nigerian journal of Educational leadership, 70(1),55-64.*

Osei, R. & Mensah, K.(2023) Teacher Classroom motivation and its effect on student performance in Ghanaian junior high school. *International journal of Educational research in Africa. 5(1),66-81.*

Roorda, D.L,Koomen, H.M.Y, Split, J.L& Oort, F.J (2021) The influence of Affective Teacher-student relationship on student school engagement and Achievement: A meta-Analytic Approach, Review of Educational research,81(4) 493-529.

Slavin, R.E (2024) Educational Psychology Theory and Practice (8th Ed) Pearson Education.