



## Classroom Management Practices and Teachers' Effectiveness In Technical Colleges In Ondo State

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### Article Info:

Received: 06-01-2026

Accepted: 24-02-2026

Published: 12-06-2026

### Abstract

The study examined classroom management practices and teachers' effectiveness in Technical Colleges in Ondo State. Two (2) research questions were raised and one (1) hypothesis were formulated and tested at 0.05 level of significance using a self-constructed questionnaire titled: Classroom Management Practices and Teachers' Effectiveness in Technical Colleges (CMPTECQ), a simple random sampling technique was used to select a sample size of one hundred and twenty (120) respondents comprised twenty (20) teachers and one hundred (100) students, the design of the study was a descriptive survey. The finding revealed that teachers commonly employ classroom management techniques in Technical Colleges, indicating generally effective classroom management practices in Technical Colleges in Ondo State. There is a positive relationship between classroom management practices and teachers' effectiveness, implying that effective classroom management contributes significantly to improved teaching performance in the study area. It was also revealed that there is significant relationship between classroom management practices and teachers' effectiveness in Technical Colleges in Ondo State. Based on the findings of the study, the following recommendations were made: Teachers in Technical Colleges in Ondo State should be provided with regular in-service training, workshops, and seminars focused on effective classroom management strategies, including student engagement, time management, and positive discipline techniques, to enhance their teaching effectiveness and school administrators should create enabling environments by supporting teachers in enforcing classroom rules, reducing class sizes where possible, and promoting collaborative problem-solving approaches to classroom challenges.

**Keywords:** Classroom, Management, Teachers, Effectiveness, Technical, Colleges

### 1. Introduction

Classroom technical engaging management and teacher effectiveness are central to quality teaching and learning in post-secondary education. Effective classroom management involves deliberate actions by instructors to create an orderly, and conducive learning environment that promotes student participation and minimizes disruptive behaviours (Li, 2023). Such practices are particularly critical in technical and vocational settings where practical skills, safety considerations, and hands-on engagement are core to instructional success.

Classroom management is an essential instrument which supports teacher's effectiveness in the discharge of their duties. Jones (2018) justified the need for proper classroom management with two problems associated with students. According to them one of the problems is the varying degrees of emotional distress and inadequate skills with which the students come to school. The other is teachers' inadequate useful information about how to organize and manage classrooms for effective teaching and learning (Okorie, 2018). Personal experience shows that some secondary schools lack basic facilities that would enhance effective classroom management. Even where the facilities are provided, the teachers lack the classroom management skills which would invariably, lead to ineffective classroom management. These observations necessitated the need for this study which may unravel the extent to which teachers manage the classrooms in secondary schools. The classroom can be defined as a room set aside and specifically designed and furnished for the purpose of teaching and learning. Agabi (2022) described it as a room where students converge for the purpose of learning under the guidance of a teacher. The number of classrooms in a school is determined by the level of education. It is also determined by the number of learners admitted into the school. Again the number of teachers available, the landmass occupied and government policy affects the number of classrooms in a school.

Akubue (2021) defined classroom as a place where educational plans are implemented and research findings tested. According to Akinwumiju and Agabi (2018) the classroom has the following features: the chalkboard, seat and desks, ventilation and lighting, classroom hygiene and classroom environment. Teacher is the backbone of any nation, the progress and development of a nation largely depends on its teachers' commitment because of their noble and massive contributions in nation building. They have remarkable contributions in making and shaping each and every person of the society. The quality of education is determined by the quality of teachers (Kareem & Ravirot, 2014). That is why teachers are



considered very essential and indispensable factor of any education system. They are referred to as the people who instruct to provide the teaching learning process. Teachers are the mainstay of the educational system (Afe, 2020 & Kiadese, 2021). The academic success or failure of a learner largely depends on this factor of education. Actually, it is strongly true that there is a significant relationship between teacher's factors and student's achievement (Olatoye, 2016; Adekola, 2016 & Kiadese, 2021).

In Nigeria the urge is about the same as the issue of classroom management effectiveness has become crucial, ubiquitous, and recurring in educational discourse due to the linkages of a well-managed classroom with effective learning. Effective teaching and learning can hardly be noticed in a poorly managed classroom. A well-managed classroom requires a teacher who is characterized by high knowledge of content, context, pedagogy and personal discipline (Alabi, 2024). Different teachers seem to operate with different views about what classroom management effectiveness ought to be, without identifiable common classroom management components. A scholarly x-ray of classroom management effectiveness of teachers of Technical Colleges in Ondo State from the perspective of teachers therefore becomes apposite and germane

Research indicated that teachers are concerned about classroom management and students' achievement (Brannon, 2020). This is because of the problem/challenges they experience from it. Findings in previous research had indicated that teachers who approach classroom management as a process of establishing and maintaining effective learning environments tend to be more successful than teachers who place more emphasis on their authority as a teacher (Brophy, 2025). Research also attests to the fact that classroom organization and behaviour management competencies significantly influence the persistence of new teachers in teaching careers (Ingersoll & Smith, 2023). Effective teaching requires considerable skill in managing the myriad of tasks and situations that occur in the classroom each day. The ability of teachers to organize classrooms and manage the behaviour of their students is vital to the achievement of positive educational outcomes.

In the context of technical colleges, where learners' motivation and hands-on participation are essential for skill mastery, classroom management practices become even more significant. The complexity of technical subjects requires not just content expertise but also the ability to manage diverse learning activities, equipment use, and collaborative work effectively. Without such management, instructional time may be lost to discipline issues and disengagement, thereby undermining teaching effectiveness (Akpakwu, 2023).

Given the evolving challenges and diversity of learners in technical education, there is a growing consensus in the literature that classroom management must be integrated into professional development and teacher training aimed at enhancing instructional effectiveness (Omenka and Otor, 2019). This integration holds promise for improving not only teacher performance but also the quality of learning outcomes in technical colleges.

## 2. Statement of the Problem

Classroom management is widely recognized as a critical determinant of teaching and learning quality, yet many Technical Colleges in Ondo State continue to report persistent challenges related to student behaviour, instructional disruptions, and limited practical engagement. Despite the unique demands of technical education—which require structured learning environments, effective supervision of tools and equipment, and sustained learner engagement—evidence from educational practitioners suggests that traditional classroom management practices have not consistently enabled instructors to achieve optimal teaching effectiveness.

In technical college settings in Ondo State, inadequate classroom management has been observed to contribute to frequent interruptions during lessons, low levels of student participation, and difficulty in maintaining discipline during both theoretical and practical sessions. These challenges not only diminish instructional time but also undermine the capacity of teachers to deliver curricula effectively, particularly in highly interactive and skills-oriented courses. Furthermore, variations in teachers' managerial skills and strategies often lead to inconsistent learning experiences among students, which may result in lower academic performance, increased classroom disorder, and diminished confidence among teachers.

Although several studies have emphasized the importance of classroom management in general education, there is limited empirical evidence on how specific management practices influence teachers' effectiveness in the Technical Colleges in Ondo State. This gap makes it difficult for policymakers, school administrators, and teacher to identify targeted interventions that enhance classroom environments and strengthen instruction. Without robust insights into the interplay between classroom management practices and teachers' effectiveness, efforts to improve teaching quality and student outcomes in technical colleges remain fragmented and reactive rather than strategic.

Therefore, this study seeks to investigate the nature of classroom management practices employed by Technical College teachers in Ondo State and how these practices affect their overall effectiveness in delivering instruction and facilitating student learning.

## 3. Purpose of the Study

The main purpose of this study is to identify classroom management practices and teachers' effectiveness in Technical Colleges in Ondo State.

The specific objectives are to:

1. Examine the techniques used by teachers for effective classroom management in Technical Colleges in Ondo State.
2. Examine the relationship between classroom management practices and teachers' effectiveness in Technical Colleges in Ondo State.



#### 4. Research Questions

The following research questions were raised to guide the study.

1. What are the techniques used by teachers for effective classroom management in Technical Colleges in Ondo State?
2. What is the relationship between classroom management practices and teachers' effectiveness in Technical Colleges in Ondo State?

#### 5 Research Hypothesis

The hypotheses were formulated to guide the study.

1. There is no significant relationship between classroom management practices and teachers' effectiveness in technical colleges in Ondo State.

#### 6. Methodology

The study adopted the descriptive research design of the survey type. This method was adopted because it is a suitable and efficient way of studying large population as it allows only a sample population to be used to represent the entire population. Surveys are usually used to study a population from a sample will be drawn. The population of this study consisted of all teachers and students in all government own Technical Colleges in Ondo State. Purposive sampling technique was used to select all the five (5) Technical Colleges in Ondo State, this sampling techniques was used because of the limited number of government own Technical Colleges. Twenty (20) teachers and one hundred (100) students were randomly selected which comprises of four (4) teachers and twenty (20) students from each Technical Colleges.

#### 7. Data Analysis

The statistical method used in analyzing the research questions was descriptive statistics by using mean while Pearson Product Moment Correlation (PPMC) was used to test the hypothesis at 0.05 level of significance.

#### Results

**Research Question One:** What are the classroom management techniques used by teachers in Technical Colleges in Ondo State?

**Table 1:** Descriptive statistics showing classroom management technique used by teachers in Technical Colleges in Ondo State.

S/N	ITEMS	SA (%)	A (%)	D (%)	SD (%)	Mean
1.	Proper grouping and seating arrangement of the students	60 50.0	34 28.3	11 9.2	15 12.5	3.16
2.	Proper instructions and monitoring	58 48.3	32 26.7	20 16.7	10 8.3	3.15
3.	Good timing in classroom management	50 41.7	46 38.3	10 8.3	14 11.7	3.10
4.	Authority and setting rules	61 53.0	29 25.2	19 16.5	11 5.3	3.17
5.	Holding and improving students attention	58 50.4	36 31.3	13 11.3	13 7.0	3.16

**Weighted mean score = 3.15**

The analysis of data collected as presented in table 1 above shows the classroom management techniques used by teachers in Technical Colleges in Ondo State which includes; Proper grouping and seating arrangement of the students (mean = 3.16), proper instructions and monitoring (mean = 3.15), good timing in classroom management (mean = 3.10), authority and setting rules (3.17), and holding and improving students attention (mean = 3.16).

Table 1 shows the mean ratings of classroom management techniques used by teachers in Technical Colleges in Ondo State. All items recorded mean scores above the decision mean of 2.50, indicating general agreement among respondents. The highest mean score was observed for authority and setting rules ( = 3.17), followed by proper grouping and seating arrangement ( = 3.16) and holding and improving students' attention ( = 3.16). Proper instructions and monitoring ( = 3.15) and good timing in classroom management ( = 3.10) also showed positive agreement.

The weighted mean score of 3.15 suggests that teachers commonly employ classroom management techniques in Technical Colleges, indicating generally effective classroom management practices in Technical Colleges in Ondo State.



**Research Question Two:** What is the relationship between classroom management practices and teachers' effectiveness in Technical Colleges in Ondo State?

**Table 2:** Descriptive statistics showing level of the relationship between classroom management practices and teachers' effectiveness in Technical Colleges in Ondo State

S/N	Items	SA (%)	A (%)	D (%)	SD (%)	Mean
1.	Teachers make sure that, the sitting of the students are adequate and orderly arranged in the class.	62 53.9	37 32.2	14 12.2	7 1.7	3.28
2.	Teachers maintain neatness and cleanliness when teaching their lessons.	52 45.2	46 40.0	13 11.3	9 3.5	3.18
3.	Teachers set classroom ground rules and regulations in order to control students' misbehaviour in the class.	46 40.0	39 33.9	19 16.5	16 9.6	2.96
4.	Teachers disallow unnecessary students' movements in the class during learning activities.	55 47.8	28 24.3	21 18.3	16 9.6	3.02
5.	Teachers always maintain good interaction with students.	45 39.1	37 32.2	20 17.4	18 11.3	2.91
6.	Teachers always provide adequate counselling for students to enhance learning.	50 43.5	40 34.8	15 13.0	15 8.7	3.04
7.	Give adequate attention to students welfare.	61 53.0	29 25.2	19 16.5	11 5.3	3.17
8.	All teachers always give appropriate punishment to students for unruly behavior	58 50.4	36 31.3	13 11.3	13 7.0	3.16
9.	Teachers always ensure fair-play, justice and transparency in dealing with students	50 41.7	46 38.3	10 8.3	14 11.7	3.10
10.	Teachers serve as good role model to students.	58 50.4	32 27.8	20 17.4	10 4.4	3.15

**Weighted mean score = 3.10**

Table 2 shows the mean analysis of the relationship between classroom management practices and teachers' effectiveness in Technical Colleges in Ondo State. All items recorded mean scores above the decision mean of 2.50, indicating general agreement among respondents. The weighted mean score of 3.10 suggests a positive relationship between classroom management practices and teachers' effectiveness, implying that effective classroom management contributes significantly to improved teaching performance in the study area.

**Research Hypothesis One:** There is no significant relationship between classroom management practices and teachers' effectiveness in Technical Colleges in Ondo State.

**Table 3:** The relationship between classroom management practices and teachers' effectiveness in Technical Colleges in Ondo State.



Variables	N	$\bar{X}$	Std.Deviation	df	r-cal.	r-tab	P
classroom Management Practices	120	3.18	2.40832				
Teachers' Effectiveness	120	3.10	3.52994	118	0.943	0.195	>0.05

Table 3 revealed that Pearson Product Moment Correlation analysis revealed a strong positive relationship between classroom management practices and teachers' effectiveness in Technical Colleges in Ondo State,  $r(118) = .94, p < .05$ . Since the calculated correlation coefficient exceeded the critical value, the null hypothesis was rejected, indicating a statistically significant relationship between the two variables. This implied that there is significant relationship between classroom management practices and teachers' effectiveness in Technical Colleges in Ondo State.

### 8. Discussion of Findings

Research question one examined classroom management practices used by teachers in Technical Colleges in Ondo State. Findings of this study revealed that teachers in Technical Colleges in Ondo State commonly employ a variety of classroom management techniques. These include proper grouping and seating arrangement of students, proper instruction and monitoring, good timing in classroom activities, authority and rule setting, and holding and improving students' attention. This finding is consistent with the views of Scriveners (2015), who reported that effective classroom management in Nigerian schools depends largely on teachers' ability to organize the classroom environment, establish rules, and actively supervise students. Similarly, Evertson (2017) found that structured classroom organization and consistent monitoring significantly improve students' learning outcomes in technical and vocational institutions. In the same vein, Akinwale noted that students' attention and participation are better sustained when teachers apply appropriate management strategies, particularly in skill-oriented classrooms.

However, the findings contrast with the position of Lemlech (2019), who argued that excessive emphasis on authority and rigid rule enforcement may suppress students' creativity and active participation, especially in technical education where innovation is essential. Likewise, Johasen (2016) reported that some teachers lack adequate training in modern classroom management techniques, resulting in ineffective application despite awareness of such strategies.

Research question two focused on the relationship between classroom management practices and teachers' effectiveness. The results further revealed a positive relationship between classroom management practices and teachers' effectiveness in Technical Colleges in Ondo State. The weighted mean score of 3.10 indicated that respondents agreed that effective classroom management enhances teachers' performance. This was statistically confirmed by the Pearson Product Moment Correlation analysis, which showed a strong positive and significant relationship between classroom management practices and teachers' effectiveness ( $r = 0.943, p < 0.05$ ). This implies that teachers who effectively manage their classrooms tend to demonstrate higher teaching effectiveness, including better student control, improved interaction, fairness, discipline, and instructional delivery. Effective classroom management therefore serves as a foundation for successful teaching and learning in technical colleges.

This finding supports the work of Lemlech (2019), who found a significant relationship between classroom management skills and teachers' instructional effectiveness in Nigerian secondary schools. Also, Olatoye (2016) reported that teachers who maintain orderly classrooms are more likely to achieve instructional objectives and enhance students' academic performance. In addition, Okorie (2018) emphasized that effective classroom control and student engagement are critical determinants of teachers' effectiveness in technical institutions. On the contrary, Kiadese (2021) observed that teacher effectiveness may also be influenced by factors such as teaching resources, motivation, and professional development, not classroom management alone. Similarly, Karem and Ravirot (2024) argued that classroom management does not automatically translate to effectiveness if teachers lack subject mastery or appropriate pedagogical skills.

### 9. Conclusion

This study examined the relationship between classroom management practices and teachers' effectiveness in Technical Colleges in Ondo State. The findings revealed that effective classroom management—particularly in areas such as instructional organization, student engagement, discipline strategies, and classroom communication—plays a significant role in enhancing teachers' effectiveness. Teachers who consistently applied structured and student-centered management practices were better able to create conducive learning environments, improve students' participation, and facilitate the acquisition of technical and vocational skills.

The study further established that poor classroom management practices negatively affect instructional delivery and learning outcomes, thereby limiting the overall effectiveness of teachers. Given the practical and skill-oriented nature of technical education, the ability of teachers to maintain order, motivate learners, and manage instructional time efficiently is critical to achieving the objectives of Technical Colleges.

This study underscores the importance of strengthening classroom management competencies among teachers in Technical Colleges in Ondo State as a strategy for improving teaching effectiveness and students' learning experiences. It is therefore imperative that relevant stakeholders prioritize professional development programmes, supportive school policies, and adequate instructional resources to enhance classroom management practices. Such efforts will contribute significantly to improved teacher performance and the realization of technical education goals in the state.



## 10. Recommendations

Based on the findings of the study, the following recommendations were made:

1. Teachers in Technical Colleges in Ondo State should be provided with regular in-service training, workshops, and seminars focused on effective classroom management strategies, including student engagement, time management, and positive discipline techniques, to enhance their teaching effectiveness.
2. School administrators should create enabling environments by supporting teachers in enforcing classroom rules, reducing class sizes where possible, and promoting collaborative problem-solving approaches to classroom challenges.
3. Government and relevant educational authorities should ensure the availability of adequate instructional materials, workshop tools, and classroom facilities to reduce management difficulties and support effective teaching and learning in technical subjects.
4. Teacher education institutions should reinforce classroom management courses with practical, field-based experiences that reflect the realities of Technical Colleges, thereby better preparing prospective teachers for effective classroom control and instruction.

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