



Influence of Classroom Management on Pupils' Academic Performances in Primary School

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ABSTRACT

The study examined the influence of classroom management on pupils' academic performances in selected primary schools in the Moro Local Government Area of Kwara, Nigeria. The research adopted a descriptive research design of survey type, the population of this study comprised all primary school teachers in the Moro Local Government Area of Kwara State with 300 teachers and primary five pupils considered with the help of a 2006 research advisor as sample size using a simple random sampling technique. Two hypotheses guided the study, the face and content validity of the instrument which was used for this study was determined by the researchers' experts in the Early Childhood and Primary Education and numeracy teachers. Inferential statistics of linear regression and t-test. There was a significant influence of classroom management on pupils' academic performances and there was a significant difference in classroom management on pupils' academic performances based on gender. There was a significant influence of classroom management on pupils' academic performances. The following recommendations were made: Government and school owners should sponsor seminars for teachers and educational stakeholders should dwell more on the importance of classroom management.

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1. INTRODUCTION

Classroom management impacts pupils' academic performance by fostering a structured and positive learning environment (Kausar et al., 2024; Reyes et al., 2012). Effective management techniques reduce disruptions, enhance students' engagement, and ensure optimal use of instructional time, leading to improved focus, better behavior, and higher academic achievement.

Concept of classroom management is broader than the notion of student control and discipline. He asserted that it includes all the things teachers must do in the classroom to foster students' academic involvement and cooperation in classroom activities to create a conducive learning environment. Classroom management involves curtailing learner's disruptive behaviors such as fighting and noise making, close observation, arrangement of classroom learning materials, and response to students who suffer from poor sight (vision), poor hearing, poor reading, poor writing, poor spelling, shame, dullness, hyperactivity and poor study habit which negatively affect academic performance. When classroom management (CM) is viewed in a wider and holistic sense, incorporating every element of the classroom from lesson delivery to classroom environment becomes important.

It is every teacher's wish to help pupils to benefit from their teaching, a task which requires a lot of effort and varied strategies in managing pupils' behavior in the classrooms. Classroom administration systems must assume a fundamental part in upgrading pupils' learning, which involves the exercise of composing and guiding classes to accomplish particular objectives. To achieve these objectives, every teacher has a responsibility to maintain a positive learning environment in the classroom, which is done through strategies he or she adopts. To use these positive techniques, the students get their temperament for focusing on the activities during class hours (Aliakbra, 2013).

According to Good (2004), clear instruction on what should be done gives the students concrete direction to compliance. In this approach, teachers try to be consistent in enforcing the classroom rules and instructions. Thus, they produce the desired results. In this case, students who disobey the classroom codes and rules are disciplined and through this, there is effective classroom management. Classroom management sets a tone in the classroom because of its potential to capture students' attention (Walker, 2008). This statement is obvious since a classroom that is chaotic and disorganized as a result of poor classroom management is highly unlikely to enhance expansive learning and students' academic performance and might, indeed, inhibit it. Effiong (2007), suggests that teachers can deal with these disruptive behaviors in the classroom and reduce them to the minimum through effective classroom management. Thus, effective learning can take place. Once teachers can effectively reduce or eliminate disruptive behaviors in the classroom, there will be increased academic attentiveness and engagement which will pave the way for better academic performance by students. The technique for effective classroom management includes the use of classroom discipline.

The Federal Government has announced the release of the 2020/2021 National Common Entrance Examination results, which was conducted by the National Examination Council (NECO), Education minister, Adamu Adamu disclosed that a total of 70, 580 candidates sat for the examination nationwide, out of which 24,416 candidates pass. Attwood attributed poor performance in mathematics to parental attitude, interrupted teaching, poor teaching, and dyscalculia. Karue and Amukowa pointed out that lack of meaningful library and laboratory, qualified teachers, home environmental factors, and family backgrounds as well as little participation of parents in the education of their children as the main causes of poor

performance. Studies of gender differences in constructs such as self-esteem and self-concept have produced mixed results.

It is generally believed that gender differences across various dimensions of self-concept (e.g., academic competence) become more apparent over time, and that there is a decline in the self-esteem and self-confidence of girls. Secondary school students in Kenya, where boys were observed to outperform girls. In a separate study focusing on college students. To add to the available literature, this study is also interested in finding out differences that may exist in academic performance in mathematics based on gender.

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In most cases, classroom teachers become tired of using verbal instruction in attempts to establish effective classroom management, but this method alone does not produce the desired results. Many teachers use corporal punishment to instill fear and discipline in the classroom yet disruptive behaviors are prevalent in the classroom. A lot of teachers waste time and energy in intensive classroom supervision. Thus, the classroom climate can be conducive to lessons. Some classroom teachers delegate authority to deserving prefects such as timekeepers, noise prefects, class prefects, etc. to share in the responsibility of ensuring a conducive learning atmosphere in the classroom. These methods are adopted by teachers to enable the classroom to become conducive enough for an effective teaching-learning process and to facilitate the higher academic performance of the students. Attempts in the past to achieve this have failed due to poor teaching resources, infrastructural facilities, and poor knowledge of classroom management. A visit to some schools showed that there are issues of students fighting, bullying, sleeping, shouting, playing, loitering around the classroom and so on which was an indication that the teachers may not be managing their classrooms well. This was why the researchers decided to carry out this study to determine the influence of classroom management on pupils' academic performances in selected primary schools in the Moro Local Government Area of Kwara State.

The following research hypotheses were formulated.

- (i) H01: There is no significant influence of classroom management on pupils' academic performances
- (ii) H02: There is no significant difference in classroom management in the Moro Local Government Area of Kwara based on gender.

2. METHODS

The research adopted a descriptive research design of survey type, as it examined the influence of classroom management on pupils' academic performance in selected schools in the Moro Local Government Area of Kwara State, Nigeria. The population of this study comprised all primary school teachers in Moro Local Government Area of Kwara State, according to the Kwara State Ministry of Education Annual School Censor, Moro has 1,714 teachers in both public and private schools. 300 teachers and primary five pupils were considered with the help of a 2006 research advisor as sample size. A self-developed questionnaire was used to obtain data from the respondents. The questionnaire that was

used for this study, was the instrument tagged "Influence of Classroom Management Questionnaire (ICMQ). The Instrument provided information about classroom management. According to Lexicus, it can be used to collect data from large numbers of participants over a relatively short period. The instrument is divided into two (2) sections. Section A consists of the demographic information of the participants while Section B seeks to elicit data on the influence of classroom management, it's also consists of ten (10) items to measure the influence of classroom management and proforma (Primary five pupils' previous results). The face and content validity of the instrument which was used for this study was determined by the experts in Early Childhood and Primary Education and numeracy teachers. Splits half method of reliability was used, the instrument was administered at once and divided into odd and even. Pearson Product Moment Correlation (PPMC) was used by the researchers to compare the two scores. To test for reliability the researcher selected a school that is not participating in this study. The reliability coefficient was ($r = 0.74$). The data collected were analyzed using descriptive statistics of frequency counts, percentage and mean for demographic data and research question while research hypotheses were tested using inferential statistics of linear regression, and t-tests were used to test the two hypotheses at 0.05 level of significance.

3. RESULTS AND DISCUSSION

3.1. Research Hypothesis 1: There is no significant influence of classroom management on pupils' academic performances

Table 1 summarizes the regression results of the influence of classroom management on pupils' academic performance. The result indicated that there was a positive correlation between classroom management and academic performance ($R = 0.62$) while the R-squared is 0.387 which means that the independent variable (classroom management) explained 38.7% variations of the dependent variable (academic performance). Thus, this is an accurate reflection that, classroom management has a significant relationship with pupils' academics. ($F_{298} = 224.491$ $p = 0.000$).

Table 1. Summary of regression analysis of the influence of classroom management on pupils' academic performances.

Model	n	R	R Square	Adjusted R Square	F-cal.	P-value
1	300	0.622	0.387	0.386	224.491	0.000

The test of significance results as presented in **Table 2** showed that academic performance statistically significantly influences pupils' Academic Performance ($B = .870$; $t(298) = 14.983$, $P = 0.000$). It indicated that at a 5% level of significance, there was enough evidence that the regression equation specified that, classroom management significantly influenced pupils' academic performance. Based on this, the null hypothesis was rejected, and it was concluded that classroom management has a significant relationship with pupils' academic performance.

Table 2. Test of significance.

Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig.	95% Confidence Interval	
	B	Std. Error	Beta			Low/Bound	Up/Bound
1 (Constant)	4.324	2.553		1.693	0.031	-0.698	9.346
Classroom	0.870	0.058	0.622	14.983	0.000	0.756	0.985

3.2. Research Hypothesis 2: There is no significant difference in classroom management on pupils' academic performances based on gender

Table 3 shows the significant difference in classroom management on pupils' academic performances based on gender. There was no significant difference in classroom management on pupils' academic performances based on gender ($t = 1.806$; $df = 298$; $P > 0.05$). Therefore, in the light of the result, the hypothesis is not rejected, hence there was no significant difference in classroom management on pupils' academic performances based on gender since the significant level (.336) is greater than 0.05.

Table 3. Summary of independent sample t-test showing the difference in classroom management on pupils' academic performances based on gender.

Gender	n	Mean	Std. Deviation	T	df	Sig.	Remark
Male	136	40.87	12.686	1.806	298	0.336	Not Significant
Female	164	38.13	12.795				

3.3. Discussion

The study revealed that there was a significant influence of classroom management on pupils' academic performances, it showed a kind of connectionism between classroom management and academic performance which needs to be considered in teaching and learning activities, the study agreed with [Agu \(2021\)](#) The study found out that Classroom discipline and effective teaching influence academic performance of the students in Njikoka Local Government Area. The study was in line with [Igbino and Marvelous \(2015\)](#) examined the classroom management differences between teachers in rural settings and those in urban settings and they found that urban teachers were significantly more interventionist than rural teachers in terms of people management.

The study also revealed that there was no significant difference in classroom management on pupils' academic performances based on gender. The study was also in line with Martin, Yin, and Mayall conducted a study to investigate the differences in classroom management styles of teachers regarding their classroom management training, teaching experience, and gender. The study revealed significant differences between males and females and between novice and experienced teachers on Instruction Management subscale scores. Females scored more interventionist than males and experienced teachers scored significantly more controlling than the less experienced counterparts.

4. CONCLUSION

This study examined the influence of classroom management on pupils' academic performance in selected primary schools in the Moro local government area of Kwara State.

Based on the findings of this study. There was a significant influence of classroom management on pupils' academic performances. However, gender had no significant difference in primary school security status in Ilorin West Local Government Area of Kwara State.

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

- (i) Government and school owners should make more provision for seminars for teachers on the uses of classroom management.
- (ii) Educational stakeholders should dwell more on the importance of classroom management.
- (iii) Every child should be given opportunities to explore the teaching and learning facilities irrespective of their sex.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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