

INFLUENCE OF TEACHERS' CLASSROOM MANAGEMENT AND CONTROL STRATEGIES ON PRIMARY SCHOOL PUPILS' ACADEMIC PERFORMANCE IN KARU L.G.A, NASARAWA STATE

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Abstract

This study examined the influence of teachers' classroom management and control strategies on primary school pupils' academic performance in Karu local government area, Nasarawa state. Two objectives and research questions guided the study. A descriptive survey research design was employed. The populations of the study comprised of one hundred and fifty (150) teachers in public primary schools. 108 teachers were randomly selected as sample using Research advisor (2006). Teachers' classroom management and control strategies questionnaire (TCMCQ) was used as the instrument for data collection. The instrument was validated by experts in educational measurement and evaluation. The instrument yielded reliability indices of 0.82 obtained through Pearson product moment correlation coefficient. Research questions were analyzed using the frequencies count and percentiles tables. Findings of the study revealed that teachers' experience and strategies used to manage disruptive behaviours in classroom affect pupils' academic performance. The study concluded that a well-managed and controlled classroom enhances primary school pupils' academic performance. The study recommended for the strengthening of teacher classroom management and control skills through continuous training and support from government, school administrators and parents.

Keywords: Teachers, Classroom Management, Control Strategies, Academic Performance.

Introduction

The management and control of classroom by teachers in their daily practice are necessary measure that involves creating a positive learning environment that will enable pupils to effectively work and learn on a daily basis. This means that the overall work of teacher's is organized and directed mostly toward achieving better results in the teaching and learning process. Evertson and Weinstein (2023) states that a well-managed classrooms not only enhance academic performance but also improve students' social skills and emotional well-being. Classroom management can be said to mean the exercise of managerial control over classroom activities, which has to do with supervising, controlling, co-coordinating, directing of students classroom activities in order to achieve the set educational goals (Nwankwoala, 2018). These definitions highlight the crucial role classroom management and control play in the educational process.

According to Burden (2020) and Greenberg et al. (2014), teachers who have a structured plan for discipline and procedures feel more in charge and informed. In the study of Ini and Fuller (2016), effective classroom management goes beyond basic disciplinary actions and includes time management, effective communication skills and fostering a supportive learning environment when they explored various factors affecting classroom management and student academic performance. As a result, when teachers are able to concentrate less on discipline, they may devote more time in implementing a curriculum that encourages higher achievement. Conversely, the study of Gershoff, Purtell and Holas (2015), states reasons why corporal punishment is ineffective as a behaviour modification strategy and hence produces negative effects. Classroom control is essential for providing a safe and supportive learning space where students can focus on their studies. Teacher's role in classroom management is critical to creating a proactive learning atmosphere (Banks, 2014; & Wolff et. al., 2014). Classroom management involves setting boundaries for mental, emotional, physical, and intellectual environments (Burden, 2020).

Meanwhile, on teacher's experience, studies have found a positive relationship between teachers' effectiveness and their years of teaching experience, an efficient teacher positively influence students' academic achievement (Agharuwhe, 2013, & Ene. et al., 2022). According to the studies of Bamidele and Adekola (2017), achievement of students differ when taught by long time experienced teachers and short time experienced teachers. Also, Harris & Saass (2007) posit that, learners who are taught by less experienced teachers perform poorly compared with learners taught by more experienced teachers. Some key insights and strategies that teachers often employ in classroom management and control according to separate studies of Edutopia, (2023) and Educational Research for Policy and Practice (2023) includes: clear expectations, proactive planning, positive teacher-student relationships, personal connections, interactive lessons, variety of activities, positive reinforcement, movement and brain breaks, calm and firm responses, and private discussions.

Statement of the Problem

Effective classroom management and control are essential for creating a conducive learning environment as the classroom remain the heart of any educational system. In fact, no curriculum planning is complete without implementation and evaluation, both of which are mainly carried out in the classroom. Most of the classroom activities take place while students are well seated and the seating arrangement, noise making/ murmuring, dozing in class, lateness to class, poor listening skills and among other disruptive behaviours which constituted a problem due to over populations of classroom is therefore too important to suffer the kind of neglect being experienced by many primary schools pupils in Karu L.G.A today. These disruptive behaviours can make or mar any lesson, especially in a mixed ability grouping primary schools as found in Karu L.G.A. Seats should be arranged in rows with a reasonable amount of space between them to allow for proper teacher-student and student-student interactions as well to allow for individual and group work. But from personal observation of some selected primary schools visited by the researcher in Nasarawa state, Karu local government area to be precise, revealed some schools have as many as eighty (80) pupils or

above per a class as against the teacher-student ratio of 1:40 recommended by the National Policy on Education (FGN, 2014). This situation has had multiple negative effects on teaching and learning as well pupils' academic outcomes. Therefore, this research examined influence of teacher's classroom management and control on pupils' academic performance in growing towns of Nigeria, with view of making suggestions to improve classroom management and control.

Objectives of the study

The main objective of this study was on the influence of teachers' classroom management and control on primary school pupils' academic performance in Karu L.G.A, of Nasarawa state, Nigeria.

Specifically, the following objectives guided this study:

1. to find out the influence of teachers' level of experiences in classroom management and control on primary school pupils academic performance in Karu L.G.A.
2. to assess the teacher's strategies of classroom management and control on primary school pupil's academic performance in Karu L.G.A.

Research Questions

In other to gather valuable information on the topic, the following research questions were used for the study:

1. Does teacher level of experience in classroom management and control affect the academic performance of primary school pupils in Karu L.G.A?
2. Does teacher's strategies to manage disruptive behavior in the classroom influence academic performance of primary school pupils in Karu L.G.A?

Methodology

This study used a descriptive survey research design. According to Creswell and Creswell (2023), descriptive survey research is often used for collecting demographic information, measure attitudes or opinions, or describe behavior. The populations of the study comprised of one hundred and fifty (150) teachers in public primary schools. Sample of (108) teachers were randomly selected from (12) primary schools in Karu L.G.A. using Research advisor (2006). In each sampled school, (9) teachers were selected to take part as respondents using a simple random sampling procedure to select schools and the respondents. Teachers' classroom management and control strategies questionnaire (TCMCQ) was used as instrument for data collection. The instrument was validated by experts in educational measurement and evaluation. The instrument contained 18 items about the routines that teachers use to allow for effective classroom management and pupils activities during and after their school lessons and factors that influence them to learn at school. The instrument yielded reliability indices of 0.82 obtained through Pearson product moment correlation coefficient. Descriptive statistics was used to analyse the frequencies count and percentiles tables for data collected.

Result

Research Question One: Does teacher level of experience in classroom management and control affect the academic performance of primary school pupils in Karu L.G.A?

Table 1 below indicated participants with teaching experiences ranging between less than one year and more than 10 years.

Table 1: Teacher Experienced

Number of Teaching Years	Frequency	Percent (%)
Over 10 years	55	51
6-10 years	11	10
3-5 years	15	14
1-2 years	8	7
Less than one years	19	18
Total	108	100

Table 1 shown teachers with years of teaching experienced of over 10 years who were the majority had (51%) and teachers who are 6-10years teaching experienced had (10%) and (14%) for teachers who had 3-5years experienced. However, teacher with experienced of 1-2years is just (7%) only and less than one year teaching experienced with (18%).

Table 2: Pupils academic performance as compared to teacher experience.

Academic Performance	Years of Teaching Experience	Frequency	Percent (%)
Above Average	6-10 Years and above	66	61
Average	3-5years	15	14
Below Average	2year and less than	27	25
	Total	108	100

Table 2 above revealed academic performance of pupils when compared with teaching experienced from table 1. Teachers with experience of 6-10years and above who were the majority with (61%) seemed to have pupils scored above average grades in common entrance examination. Similarly, teachers who are 3-5 years experienced with (14%) had their pupils registering average scores in common entrance examination. However, less than two year teachers with ((25%) had their pupils scores below average in common entrance examination. Therefore, the study revealed that teachers with longer teaching experiences produced better students with good grades as compared to teachers with less teaching experience as shown in table 2 above.

Research Question Two: Does teacher’s strategies to manage disruptive behavior in the classroom influence academic performance of primary school pupils in Karu L.G.A?

Classroom management is about preventing disruptive behaviour so as to maximize learning and influence academic performance positively. Here, the researcher identified some disruptive behaviours experienced by teachers in their classroom and some of the measures taken to prevent these disruptive behaviours.

Table 3: Disruptions Experienced and Strategies Used by Karu Teachers to Limit Disruptions in Classrooms Management.

Disruptive Behaviours	Frequency of Occurrence	Percent (%)	Strategies Used to Limit Disruptions Behaviours	Frequency of Occurrence	Percent (%)
Noise making/ Murmuring	17	16	Canning	16	15
Passing notes in class	15	14	Punishment	18	17
Peeping outside	14	13	Sending pupils out of class	15	14
Poor listening skills	9	8	Forgiving/ Ignoring the disruptive behaviour	13	12
Dozing in class	11	10	Guiding and counselling	9	8
Copying assignments	9	8	Giving special/extra assignment to a student /remedial work	13	12
Not handing-in homework	6	6	Threats	6	6
Lateness in class	16	15	Rewarding Good Behaviour	11	10
Leaving the class during lesson	11	10	Reporting pupils to Parent	7	6
Out of	108	100	Out of	108	100

As it can be seen from table 3 above that all the teachers experienced multiple disciplinary disorders during classroom lessons and this requires a good classroom management to instil discipline. However, majority of the teachers experienced disruptions such as Noise making/murmuring which has (16%), follow by lateness to classroom with (15%), passing note in class at (14%) and peeping outside with (13%). While dozing during class and Leaving the class during lesson all has (10%) each as their highest disruption and the least disruptions experienced in classroom are not handing-in homework which has (6%), follow by Poor listening skills and copying assignment in class with both having (8%) respectively.

In order to maintain a conducive learning environment, table 3 above shows that most teachers uses disciplinary strategies that are corporal in nature such as punishment which has (17%) and the method of punishment included kneeling outside the classroom, cleaning verandas/corridors and dining halls or even running round the field during lesson time. Canning (15%) and sending pupils out of class at (14%). Though disruptive behaviour may not be repeated by that particular pupils, but some of the disciplinary strategies used by the teachers keeps the pupils away from classroom instruction which is likely to reflect on their academic performance.

While the teachers that uses strategies such as forgiving/ ignoring the disruptive behaviour and giving special/extra assignment to a student has (12%) each, rewarding good behaviour has

(10%), guiding/counselling (8%) and the least strategies used are threat and reporting pupils to parent which has (6%) respectively. Thus, there is need for teachers to effectively manage classrooms so as to eliminate multiple indiscipline cases and consequently improve academic performance of their pupils through other strategies that will not keep their pupils away from classroom instructions. Relying mostly on strategies that are corporal in nature are detrimental to pupil's academic performance.

Discussion of Findings

The finding in research question one revealed that teachers with longer teaching experiences produced better pupils with good grades when compared to teachers with less teaching experience. This finding is in accordance with Ene et al (2022) and Agharuwhe (2013) who stated that effectiveness due to number of years into teaching positively influence students' academic achievement. The result also corroborates the findings of Bamidele and Adekola (2017) who found that achievement of students differ when taught by long time experienced teachers and short time experienced teachers. Also, Harris and Saass (2007), posit that learners who are taught by less experienced teachers perform poorly compared with learners taught by more experienced teachers; but that teachers with teaching experiences of more than 25 years of age are in some circumstances found not to be as effective as less experienced teachers. Conversely, the finding was not consistent with Adewale (2016), who stated that experience had no significant correlation with pupils' achievement in mathematics. Therefore, there is need to take caution about the teacher's experience, because many teachers may have been in the teaching profession for over twenty years and above without professional and educational development for years. These category of teachers may not be able to cope with the new trends in educational system as subjects curriculum are changing almost every year as the whole world is changing with current technologies.

Research question two finding revealed that all teachers undergo multiple disciplinary disorders during classroom lessons and this requires a good classroom management and control to instil discipline for effective teaching and learning process to take place. This result corroborate with the recent study of Evertson and Weinstein (2023) that a well-managed classrooms not only enhance academic performance but also improve students' social skills and emotional well-being. The research highlights that students in a well-managed classrooms exhibit higher levels of engagement, lower incidences of disruptive behavior and better academic results. The study equally shows that most teachers uses disciplinary strategies that are corporal in nature. The strategy included punishment by kneeling outside the classroom, cleaning verandas/corridors and dining halls or even running round the field during lesson time, canning and sending pupils out of class which may influence the pupil's academic performance.

This finding agreed with the studies of Ini and Fuller (2016), they emphasized that effective classroom management goes beyond basic disciplinary actions and includes time management, effective communication skills, and fostering a supportive learning environment when they explored various factors affecting classroom management and student academic performance. Their work underscores the importance of a multifaceted approach to classroom control,

integrating both preventative and responsive strategies to enhance student engagement and learning outcomes. On the other hand, this study disagreed with Gershoff, Purtell and Holas (2015) that offered reasons why corporal punishment is ineffective as a behavior modification strategy and hence produces negative effects. Therefore, relying mostly on strategies that are corporal in nature for classroom management and control by teachers in Karu LGA are detrimental to pupils' academic performance as these same strategies always keep their pupils away from classroom instructions even though disruptive behaviour may not be repeated by that particular pupil.

Conclusion

A well-managed classroom provides an environment in which teaching and learning can flourish effectively. But a well-managed classroom doesn't just appear out of nowhere. It takes a good deal of effort to create and the person who is most responsible for creating it is the teacher. Though disruptive behavior may not be repeated by that particular pupils, but the disciplinary strategies used by the teachers keeps their pupils away from classroom instruction which reflect on their academic performances. Thus, there is need for teachers to effectively manage classrooms so as to eliminate multiple indiscipline cases and consequently improve academic performance of their Pupils through other strategies such as reporting pupils to their parents, sometime rewarding good behavior for other pupils to emulate and providing guidance and counseling to pupils in order not to deprive them from instruction during class.

A teacher's years of experience are one of the teacher qualifications indicators that is believed to be a significant determinant of pupils' academic performance. Although, there is need for caution in Nigeria about the teacher's experience as many of the teachers fail to develop themselves professionally and educationally for years. Because there are category of teachers that had many years of teaching experience but may not be able to cope with the new trends in educational system as a result of curriculum changing almost every year as the whole world is changing with technology.

Recommendations

1. Teachers should be encouraged to attend professional courses, seminar and workshop to further develop themselves if they want to improve on the academic performance of their pupils in national examination and not to rely on years of experience as the whole world is changing with technological advancement.
2. School administrators and parents should be supporters in taking disciplinary action against their children and not defenders of their children disruptive behavior in classroom should teachers reported disruptive behavior.
3. Relying mostly on strategies that are corporal in nature for classroom management are detrimental to pupils' academic performance as revealed by the study. Therefore, teacher should be encourage to apply other strategies that are not corporal in nature such that pupils are not left out from classroom instruction.

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