

Impact Of Classroom Management on Academic Performance of Business Studies Students in Irepodun Local Government Area, Kwara State

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Abstract- Class room management has been considered as essential factor that influences teaching, learning process and ultimately influence Business Studies students' academic performance. Despite its importance, many secondary schools in Irepodun Local Government in Kwara State still face the challenges such as poor instructional strategies and low student motivation which hinder optimal performance in Business Studies. The study therefore examines the impact of classroom management on academic performance of Business Studies students in Irepodun Local Government Area, Kwara State. The population of the study is made of the 47 junior secondary schools in Irepodun Local Government Area, Kwara State as at year 2026. A total of 43 schools were accredited by the regulatory body while 3 were not accredited because they are still at infancy stage. The sample consists of 20 Business Studies teachers purposively selected from the 46 Junior Secondary Schools in the study area. A self-designed questionnaire titled "Classroom Management and Academic Performance of Students Questionnaire" (CMAPSQ) was used to elicit useful information from the respondents. Two null hypotheses were postulated and regression analysis was used to test the hypotheses at .05 level of significance. The findings reveal that there is significant positive impact between classroom discipline ($r=0.541$); delegation of authority ($r=0.593$); and students' academic performance in Business Studies in Irepodun Local Government Area, Kwara State, Nigeria. The study concluded that effective class management, use of classroom discipline and delegation are ways of enhance academic performance of Business Studies students in secondary school in the Irepodun Local Government Area of the state. The study recommended that Business Studies teachers should establish and maintain good discipline in the classroom; junior secondary school managers should ensure that Business Studies teachers attend seminars, training and symposium where they will be exposed to different methods of discipline, delegation

and teaching that would enhance students' performance in the secondary schools in the local government.

Keywords: Business Studies, Classroom Management, Discipline, Performance

I. INTRODUCTION

Classroom Management is one of the neglected areas in our secondary schools, despite the fact that the success or failure of any teaching and learning process depends on the way classroom are managed. Failure to effectively manage the classroom can have an overall negative influence on the entire school, especially in terms of sound academic performance of the school. When this happens other negative consequences follow such as the depletion of the student population of the school because parent/guardians prefer to enroll their children and ward in schools that are performing well academically. Classroom is defined as a room set aside and specifically intended and furnish for the purpose of teaching and learning (Agabi, Onyeike, & Wali, 2013).

Discipline, is one of the key variables of Classroom Management. Discipline is a function of the interaction between teacher and student that brings about self-control and respect for authority. It entails creating and keeping rules based on reciprocal understanding limits that must not be breached. What is common in the present time are students breaching the limits, turning violent in classroom, and exhibiting extreme unruly behaviour. The result is a class full of arrogance and unruly student resulting in a noisy and chaotic classroom that does not support

effective teaching and learning. This situation agrees no-less with the observation of Martin and Sass, (2010), that over the years, classroom management has been observed to be issue for teachers. They continued that students' performance has been affected in schools where discipline and behaviour issues are not properly handled. One tends to be worried about the importance of students feeling safe at school, because without this feeling of safety, students will develop anxiety and become uneasy in the classroom. Safety and orderly environment protect students from physical and psychological harm and maintained order so learning can take place.

Another worrisome issue in the public secondary schools is that of teacher's quality. Nonprofessional teachers are been recruited into the system. A professional teacher is more likely to resolve and prevent conflict in the classroom, thus, bring about a better classroom environment conducive for teaching and learning, leading to better academic performance. In Nigerian secondary schools, the school principals, the vice-principals and the teachers all work together to effectively manage both human and non-human resources to achieve the goals of secondary education. One important facility that secondary school teachers manage is the classroom, which is more impactful on student academic performance. Control of student behaviour by teachers tends to be regarded as the goal of classroom management. The emphasis on control is so pervasive that control by teachers is often seen by educators as more important than the learning that goes in the classroom.

Research on well-managed schools indicated that a student-centered environment, incorporating teacher and student problem-solving activities, as well as activities that promote student self-esteem, responsibility, and belongingness can be more effective in reducing problems (Edwin, 2017). In fact, in a well-managed classroom, teachers share power widely with students rather than rely on power and enforcing model of classroom control.

Classroom management may be problematic in today's schools. Traditional styles of classroom management (more controlling, punishment, extra assignments, and others) may not be the most

effective strategies for managing classroom these days. A substantial number of school students respond positively to instruction, and interact appropriately with both peers and adults when classrooms are managed effectively (Edwin, 2017). Order in classroom is important, particularly considering students are required to participate in activities. Classes are comprised of groups of young people from diverse background and with a variety of capabilities who are led, usually by one adult, through a series of often difficult tasks that may or may not hold intrinsic interest. Ryan (2015) suggested that teachers might be oriented either toward controlling students or supporting their autonomy. If they are oriented toward controlling, they are likely to attempt to motivate students with rewards that are controllingly administrated and with the more subtle control producers, such as the promotion of ego involvement and competition. Conversely, teachers oriented toward supporting autonomy de-emphasize controlling features of their action and focus on providing information to support students in solving their own problems and pursuing their own interests (Ryan, 2015).

Poor classroom management may influence the academic performance of students negatively. It is therefore important that teachers learn to effectively manage their classrooms for a greater output. The academic performance of students these days have given many people serious concern. Our secondary school graduates cannot defend their certificates. This could be as a result of indiscipline exhibited by students in classroom such as lateness to classroom, noise making, and so on. Hence the need for classroom management that encompasses teachers' efforts to oversee the activities of the classroom including student's behaviour, interaction and learning.

Recent happening and occurrences at the level of secondary school, and even other levels of education have left many scholars in panic today and Irepodun Local Government Area, Kwara State is not left out. The teachers find themselves in the classroom filled with students who are disposed to violence, not only to their fellow students but teachers also. In a bid to control this tendency toward violence, indiscipline and noise making, careful management of the

classroom is therefore important. It is on the basis of the above that the researchers deemed it fit to carry out this study so as to find out the impact of classroom management on academic performance of Business Studies students in Irepodun Local Government Area, Kwara State and also to examine the impact of delegation of authority to students in the classroom on academic performance of Business Studies students

Significance of the Study

This study is significant because of its possible benefits to the teachers, the educational administrators, the students and all stake holders in the educational sector. The findings of this study expose the teachers to indispensability of effective classroom management in achieving teaching-learning process. More so, the findings of this study reveal the effect of discipline on classroom management. Furthermore, the students become aware, through the findings of this study, the need for their support to a well-managed classroom in secondary schools. Moreover, the findings of this study serve as a means to sensitize the government and all other stakeholders in education to the essentiality of classroom management in achieving educational goals in secondary schools.

II. LITERATURE REVIEW

Classroom management according to Dooloard (2014) is the action a teacher takes to create an environment that supports and facilitates instructions, academic, social and emotional learning. It is the process of creating favourable conditions to facilitate instructions as well as that of regulating social behaviour of students. Teachers in the classroom are by the nature of their profession, managers of classroom activities. The classroom teachers' job unlike that of other professionals is concerned with maintaining order, allocating resources, regulating the sequence of events and directing his attention towards achieving educational goals.

Classroom management plays an important role in the teaching and learning process. It is veritable tool in the process of passing instructions from the teachers to the students. The success of any educational system is a function of the effectiveness

of classroom management. Classroom teachers are managers and so ought to be in control from the beginning of the lesson to the end so as to ensure that the students benefit from the interactive business that transpires in the classroom situation. This, to a greater extent would enhance smooth coordination and responses on the part of both the teacher and the learner. Regrettably today, classroom management is the most neglected area in our secondary schools, and the success or failure of any teaching and learning process depends to a large extent on the way classrooms are managed (Akpakwu, 2014).

Failure to effectively manage the classroom can have an overall negative influence on the entire school, most especially in terms of sound academic performance of the school. When educator talks about classroom management, one of the first things that come to mind is maintenance of discipline, control, motivational teaching methods, leadership styles, use of instructional materials and communication.

Classroom management systems assume a fundamental part in upgrading students' learning. Classroom management involves the exercises to compose and guide classes to accomplish particular objectives. It is teachers' responsibility to maintain a positive learning environment in the classroom. Classroom offers a favourable situation for viable instructing and learning. The five qualities of an effective classroom are security, open correspondence, common enjoying, shared objectives and connectedness (Zhang & Zhao, 2016).

Management can be viewed as the way toward outlining and keeping up any setting in which individuals work in gatherings with the end goal of fulfilling specific objectives. The Oxford word reference (eighth version) characterizes management as the demonstration of running or controlling or aptitude of managing individuals or circumstances in any capacity. Classroom management is a setup in which the educators build up and keep up conditions to empower learners to accomplish instructional destinations productively. Chestnut took at classroom management as a procedure including the association of certain scholastic undertakings which are fundamental for successful instructing and learning in

a particular set up. Classroom management first turned into a well-known subject in instruction amid the 1970's and 1980's (Shawer, 2017). Stoughton (2017) characterized classroom management as one of the things that an instructor does to compose understudies, space, time and materials so that direction in substance and understudy learning can occur. Meanings of classroom management change however they have the accompanying in like manner: Classroom management goes for giving a positive and compelling learning condition (Shawer, 2017).

Classroom management alludes to every one of the things that a teacher does to compose students, space, time, and materials with the goal that students learning can occur characterizes student focused learning groups as having shared administration, group building, and a harmony between the requirements of the instructors and students (Wong, Wong, Rogers & Brooks, 2012). Students of all learning capacities and social foundations are adapting together in the same classrooms with teachers being considered responsible for every individual student's achievement (Brannon, 2010). Scholastic achievement has been diversely portrayed: as level of capacity achievement in academic work or as formally obtained data in university subjects which is routinely addressed by rate of engravings gained by students in examinations.

Due to societal changes, secondary schools have more behavioural issues that affect the way a teacher manages the classroom (Etheridge, 2010). Etheridge (2010) further observed that today, classroom disciplinary issues are worse than those in the past, which has impacted student achievement. Classroom management issues have a devastating impact on students' achievement. Classroom management is concerned with a course of action of teachers' behaviour and activities that are basically anticipated that would develop student co-operation and consideration in classroom (Brannon, 2010). Classroom management is concerned with a course of action of teachers' behaviour and activities that are basically anticipated that would develop student co-operation and consideration in classroom (Freiberg, 2013).

Secondary school and classrooms should be a sheltered and inviting spot that gives the essential scholastic, and in addition social and passionate backings, all students need. The way classrooms are managed affects the students' goal achievements. Classrooms structures, their management and facilities provided enhance different patterns of motivations (Wong et al., 2012). Since there are many theories about classroom management, teachers are still concerned about classroom management and student achievement (Brannon, 2010).

Concept of Academic Performance

Secondary school students' academic achievement, according to Gayson (2016), takes into cognizance both quality and quantity of the internal and external results achieved. It implies that it is not just the number of graduates of the system that matters but how relevant and competent the graduates are in meeting the societal needs and aspirations. Academic performance of a child could be defined as the learning outcomes of the child. This includes the knowledge, skills and ideas, acquired and obtained through their course of study within and outside the classroom situation (Adebayo, 2015). It is the outcome of determination, hard work, of student in academic pursuit. Pandney, (2017) defined academic achievement as the performance of the pupils in the subjects they study in the school. This determines the pupils' status in the class. This gives children an opportunity to develop their talents, improve their grades and prepare for future academic challenges. Academic performance refers to a person's performance in a given academic area such as reading or language arts, mathematics, science and other areas of human learning. Academic performance relates to academic subjects a child studies in school and the skills the child is expected to master in each (Kathryn, 2010).

Academic performance refers to excellence in all academic discipline, in a class as well as extra-curricular activities. It includes excellence in sporting behaviour, it includes excellence in sporting behaviour, confidence, communication skills, and others. Steinberger (2015) posit that academic performance encompasses students' ability and performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional

and social physical development; it reflects the whole child; it is not related to a single instance, but occurs across time and levels, through a student's life in public school and into post-secondary years and working life. Academic performance refers to how well a student is accomplishing his tasks and studies.

Learning promotion is closely related to: (i) the knowledge of subject matter and (ii) how the teacher transmits the subject matter to the students. This feature of teaching, as a whole, is usually known as "instruction". However, the way in which a teacher organises the transmission of content is usually labeled "didactics" (the part of pedagogy that addresses teaching methods). Notably, students learn as individuals, not as a group, even if most classroom teaching assumes a whole-group format.

The feature of classroom teaching has long been known in the literature as classroom order (Miller, & Salman, 2014). According to Lopes and Oliveira (2017), from an ecological perspective, classroom management is about how order is established and maintained in classroom environments. Ecological models view classrooms as behavioural settings that can be divided into segments. Each segment is characterised by a specific activity, by a specific arrangement of participants, by a specific format of participation, etc., and has a specific vector or program of action (Adesola, 2016). From this perspective, the main management goal of the teacher is to involve students in the specific programmes of action during a class session and/or to create in the students a sense of belonging to that particular class. However, the management of the schools must also ensure that there is adequate compensation equitable to teachers' efforts in the classroom in order to enhance student performance (Olujide & Aremu, 2006, and Hicks, 2012).

It is important to conceptualize classrooms as micro-organisations in which countless interactions occur during a class session. Classrooms are crowded places that demand clear rules, procedures and routines so that instruction can take place (Rogers & Mirra, 2014). Classroom order therefore refers to the set of procedures that the teacher develops to maximize the time devoted to instruction. Hicks (2012) posited that classroom discipline is a function

of the interaction between teacher and students that bring about self-control and respect for authority. It entails creating and keeping books based on reciprocal understanding limits that must not be transgressed. Stressing on effect of discipline on classroom management, Adesola (2016) opined that successful classroom management cannot be guaranteed where the learners are involved in activities which hinder effective teaching-learning process. These activities, according to Adesola (2016), include: absenteeism; disobedience (non-compliance); fighting (verbal and physical); inattentiveness (lack of concentration); leaving seats for no good reasons; noise; inability to learn, sleeping; feet shuffling, tapping pencil or pen; refusal to do or complete assignment; and untidiness.

Theoretical Framework on Classroom Management and Academic Performance

This study is anchored on Human Relation theory of management that is considered relevant to this research. The proponents of human relations approach to administration and management share the view that "developing and maintaining harmonious relations between employees and supervisors is quite fundamental to all organisation". Janssen and Carton, (1999) were the early advocates of this theory. In their work, they emphasised the human side of the theory, which is that "a satisfied student is an effective student". The theory therefore emphasised that an increase of employee or student classroom discipline, motivation, use of appropriate teaching methods and morals will increase their productivity or achievement. The human relations theory basically holds that "financial remunerations through a significant motivator is not the driving force behind workers' effectiveness or students' effectiveness" (Focho, 2011). Other non-economic factors such as the physical and psychological work or classroom atmosphere can be powerful motivators (Usman, 2015). Teachers in educational sector must be ready to change their behaviour in the classroom management in order to achieve the desire performance on the students (Aremu, Alawode & Bello, 2025).

Thus, in relation to this study, developing and maintaining effective and efficient classroom management will foster harmonious relations

between students and teachers of Business Studies. This kind of harmonious relationship is quite fundamental to better performance of Business Studies students in secondary school.

Empirical Studies on Classroom Management and Academic Performance

On the study of classroom management and students' academic performance in public secondary schools in Rivers State, Nigeria, Menenu (2018) adopted correlational survey design and raised two research questions as well as formulated two null hypotheses to guide the study. The researcher used a validated sixteen items questionnaire titled classroom management and students' academic performance questionnaire (CMSAPQ) to collect data for the study. Menenu (2018) analysed the data collected using descriptive and inferential statistics. Mean and standard deviation were used to answer the research questions while Pearson Product Moment Correlation co-efficient (r) was used to test the null hypothesis at 0.05 level of significance. The study found that there is a significant and strong positive relationship between classroom discipline, effective teaching, use of classroom reward system and student academic performance and a significant and moderate relationship between use of delegation of authority in the classroom and student academic performance. It was finally observed that effective classroom management strongly and effectively influences student academic performance in Rivers State and recommended that teachers should intensify classroom discipline, endeavour to introduce innovative ideas to motivate learning and schools should give high priority to developing effective teaching and solving teaching challenged so that students' capacity and academic performance can be positively influenced.

Another study carried out by Adesola (2018) on impact of classroom management on students' academic achievement at secondary school level in Oyo State, Nigeria investigated students' perceptions about classroom management, impact of classroom management on students' achievement and gave suggestions for improving classroom management at secondary school level. The study conducted by Adesola (2018) was descriptive in nature and survey method was used to collect the related data for this

study, while the required information was collected from the students through a self-developed questionnaire which the researcher personally administered to 1,800 students randomly selected. The researcher selected 84 public secondary schools Ibadan, Oyo State and the data collected were analyzed using frequencies, mean, standard deviation, t-test of independent samples and regression analysis. Adesola (2018) found that there was insignificant difference in the opinions of male and female students about classroom management and that lack of physical facilities was major problem in classroom management. The researcher thus recommended that missing physical facilities must be there in classrooms, latest technologies must be in classrooms to facilitate the learners and that there must be transparency and strict implementation of rules regulations and time schedule.

It is on this note that this study sets out to bridge the gap left behind by the previous studies by focusing classroom management and academic performance of Business Studies students in Irepodun Local Government Area, Kwara State Nigeria.

III. METHODOLOGY

The population for this study consists of the public and private junior secondary school teachers of Business Studies in Irepodun Local Government Area of Kwara State.

This study employed the survey research questionnaire to sample selected junior secondary schools in Irepodun Local Government Area of Kwara State. Inferential statistics was used for analysis. The regression analysis was used to test the impact of classroom management on students' academic performance in Business Studies in Irepodun Local Government Area of Kwara State was also used. The population for this study consists of the public and private junior secondary school teachers of Business Studies in Irepodun Local Government Area, Kwara State. There are 47 junior secondary schools in Irepodun Local Government Area, Kwara State as enumerated below.

This number serves as the population of the study. A total number of 27 Business Studies teachers, which

is 57.45% per cent of the total population was sampled. This study primarily used the structured questionnaires to gather the information. The self-made questionnaire titled “Classroom Management and Academic Performance of Students Questionnaire” (CMAPSQ) was used on the 4-point Likert Scale.

Research Questions

The following research questions guide this study:

- (i) Does classroom discipline affect academic performance of the students?
- (ii) Does delegation of authority have impact on academic performance of the student?

Research Hypotheses

The following null hypotheses was tested for this study:

H0₁: There is no significant impact between classroom discipline and academic performance of Business Studies students.

H0₂: examine the impact of delegation of authority to students in the classroom on academic performance of Business Studies students.

Table 1: Irepodun LGEA Omu-Aran - Junior Secondary Schools

| S/N | Name of School | S/N | Name of School |
|-----|-----------------------------------|-----|---------------------------------------|
| 1 | Agbonda High School, Agbonda | 25 | Government Sec. Sch. Agbamu |
| 2 | Ansarul Islam Sec. Sch. Igbonla | 26 | Government Sec. School, Omu-Aran |
| 3 | Ansarul Islam Sec. Sch. Ijomu Oro | 27 | Government Technical Sch. Esie-Iludun |
| 4 | Ansarul Islam Sec. Sch. Omu-Aran | 28 | Iludun Oro Ang Girls Coll. Oro |
| 5 | Ansarul Islam Sec. Sch. Sanmora | 29 | J.N.I.G.S. Oke-Ola, Oro |
| 6 | Apaarin Gram School, Igbonla | 30 | J.N.I.S.S. Eggi-Oyopo |
| 7 | Aperan High School, Omu-Aran | 31 | J.S.S. Agbeola-Oro |

| | | | |
|----|---|----|------------------------------------|
| 8 | Arandun Gramm Sch. Arandun | 32 | J.S.S. Ajengbe |
| 9 | Ayaki Gram School, Okerimi-Oro | 33 | J.S.S. Amberi |
| 10 | Christian Comprehensive High Sch, Ijomu-Oro | 34 | J.S.S. Eleyooka |
| 11 | Community High School, Esie | 35 | J.S.S. Ipetu-Igbomina |
| 12 | Comprehensive High School, Ajase-Ipo | 36 | J.S.S. Olomi-Oja |
| 13 | Comprehensive High School, Aran-Orin | 37 | J.S.S. Omido |
| 14 | Comprehensive High School, Buari | 38 | Muslim High School, Oro |
| 15 | Comprehensive High School, Iludun Oro | 39 | Notre Dame Girls School, Oro |
| 16 | Comprehensive High School, Oko | 40 | Ofe-Aran Community Coll O/Aran |
| 17 | Dab Comprehensive. High School, Iddo-Oro | 41 | Ogbo Grammar School, Omu - Aran |
| 18 | ECWA Girls Sec. Sch. Omu-Aran | 42 | Okeya High School, Okeya |
| 19 | Esie Iludun Grammar School | 43 | Omu-Aran High School, Omu-Aran |
| 20 | Government Christian College, Omu-Aran | 44 | Oro Grammar School, Oro. |
| 21 | Government Day Sec. Sch. Agbele | 45 | Oyelagbawo Junior Sch. Ilala |
| 22 | Government Day Sec. Sch. Ajase-Ipo | 46 | Ansarul Islam Model JSS Iludun-Oro |
| 23 | Government Day Sec. Sch. Ijan-Otun | 47 | Baptist JSmarS Ajase-Ipo |
| 24 | Government Day Sec. Sch. Rore | | |

Source: Irepodun Local Govt. Education Authority 2026

IV. DATA ANALYSIS AND DISCUSSION

This section focused on the analysis of data gathered on the relationship between classroom management and students' academic performance in Business Studies in Irepodun Local Government Area, Kwara State, Nigeria. Regression analysis was used to test the two null hypotheses formulated.

Hypotheses Testing

Hypothesis I

H₀₁: There is no significant impact between classroom discipline and academic performance of Business Studies students.

Table 2.1: Model summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .541 ^a | .293 | .299 | .712 |

- a. Predictors: (Constant), classroom discipline
 - b. Dependent Variable: academic performance.
- Source: Authors' Computation, 2026

The regression analysis result shown in table 2.1 shows the value of R² which is the coefficient of determination to be .293. This implies that approximately 29% of student academic performance (dependent variable) is affected by classroom discipline. The large value of R indicates a stronger relationship between the observed and predicted values of the variables.

Table 2.2 ANOVA

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|-------|-------------------|
| 1 | Regression | 6.632 | 2 | 3.316 | 3.380 | .004 ^b |
| | Residual | 24.531 | 25 | .981 | | |
| | Total | 31.163 | 27 | | | |

- a. Dependent Variable: classroom discipline

- b. Predictors: (Constant), academic performance.

Source: Authors' Computation, 2026

Table 2.2 gives the Analysis of Variance (ANOVA) with F-calculated value of 3.380. It also shows the significant value to be .004 which is less than alpha value .05. Therefore, we reject the null hypothesis (H₀) and accept the alternative hypothesis and conclude that our estimated model is statistically significant. This indicates that the result is statistically fit at 0.05 level of significant. Therefore, it is concluded that class management has positive impact on academic performance of Business Studies students in Irepodun Local Government of Kwara State.

Table 2.3: Coefficients

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|-------|---------------------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | | | |
| 1 | (Constant) | 1.210 | .2766 | | 4.501 | .000 |
| | Punishing erring students | .362 | .103 | .232 | 3.765 | .000 |
| | Beating for wrong acts | .011 | .041 | .028 | .334 | .528 |
| | Punish not concentrating | .032 | .072 | .037 | .472 | .630 |

- a. Dependent variable: students' performance
- Source: Authors' Computation, 2026

From table 2.3. of coefficient, the table shows that when business teachers use punishment on the erring students it will enhance academic performance. For every unit increase in punishing erring students, there will be 0.362 unit increases in students' academic performance, for every unit increase in beating for wrong acts we will expect 0.011 unit increases in

students' academic performance, and for every unit in punishing for not concentrating, there will be 0.032 unit increase students' academic performance holding all other variables constant.

Hypothesis 2

Ho₂: Delegation of authority to students in the classroom has effect on academic performance of Business Studies students

Table 3.1: Model summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .593 ^a | .352 | .350 | .0532 |

- a. Predictors: (Constant), delegation authority
 - b. Dependent: student academic performance
- Source: Authors' Computation, 2026

The result in table 3.1 shows the value of R² which is the coefficient of determination to be 0.352. This implies that approximately 35% of student academic performance (dependent variable) is affected by delegation of authority.

Table 3.2 ANOVA

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|-------|-------------------|
| 1 | Regression | 5.834 | 2 | 2.917 | 2.581 | .000 ^b |
| | Residual | 28.241 | 25 | 1.13 | | |
| | Total | 34.075 | 27 | | | |

Dependent Variable: Delegation of Authority
 Predictors: (Constant), academic performance.
 Source: Authors' Computation, 2026

Table 3.2 gives the Analysis of Variance (ANOVA) with F-calculated value of 2.581. It also shows the significant value to be .000 which is less than alpha value .05. Therefore, we reject the null hypothesis (H₀) and accept the alternative hypothesis and conclude that our estimated model is fit. This

indicates that the result is statistically fit at 0.05 level of significant. Therefore, the Null hypothesis is rejected. The implication of this is that Delegation of authority to students in the classroom has positive effect on academic performance of Business Studies students.

Table 3.3: Coefficients

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|-------|-----------------------------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | | | |
| 1 | (Constant) | .721 | .270 | | 3.021 | .000 |
| | Teacher write note for students | .246 | .063 | .231 | 2.061 | .001 |
| | Student form notes for themselves | .278 | .071 | .280 | 2.429 | .000 |

a. Dependent Variable: Delegation of Authority
 Source: Authors' Computation, 2026

From the table of coefficient above, the table further show how delegation of authority to students in the classroom has positive effect on academic performance of Business Studies students in Irepodun Local Government of Kwara State. Business Studies students perform better in the class when teachers ask one of them to write the note on the chalkboard which they copy. For involving the student in the exercise (every unit increase involvement of students in writing, there will be 0.246 -unit increase in student academic performance and for every unit of student involvement in students to form note on a particular topic, it improves their performance by 0.278 holding all other variables constant.

Discussion of Findings

The study's finding revealed that there is significant positive impact between classroom discipline and students' academic performance in Business Studies in secondary schools in Irepodun Local Government Area, Kwara State. It was further found that there is significant positive impact between delegation of authority to students and students' academic performance in Business Studies in secondary schools in Irepodun Local Government Area, Irepodun State.

From this result, one can say that when a teacher adopts the appropriate teaching method, teaching-learning process, it will have positive effective and students will perform better. This finding coincides with the opinion of Okeke (2013) that when appropriate method is used to teach students the students performed significantly better. However, when students are taught using inappropriate method, students would not be able to understand the content of the teaching-learning process and thereby perform woefully. The study finding correlate with the findings of Miller and Salmon (2014); Adeyemo (2017); Moore, (2008) that classroom management significantly influence students' academic performance.

V. CONCLUSION AND RECOMMENDATIONS

The study examined the impact of classroom management on students' academic performance in Business Studies in secondary schools in Irepodun Local Government Area, Kwara State. The study concluded that the use of classroom discipline as a way of managing Business Studies classroom in secondary school facilitates orderliness of students and enhance academic performance. When students are adequately managed in the classroom, they tend to understand the lesson better and this will enhance academic performance.

As part of class room management, teachers giving responsibilities to students in the classroom serves as a means of managing classroom. Giving certain tasks to Business Studies students expose the students to the content and knowledge of the subject matter. It

concluded that effective class management will definitely improve students' academic performance in secondary schools Therefore, it is therefore worthy to note that effective classroom management significantly influence Business Studies students' academic performance in Irepodun Local Government Area, Kwara State.

RECOMMENDATIONS

Arising from the above conclusion, the study recommendations are made in order to ensure effective classroom management in junior secondary schools so as to improve students' academic performance in Business Studies in Irepodun Local Government Area of Kwara State, Nigeria:

- i. All Business Studies teachers should establish and maintain good discipline in the classroom so as to make teaching and learning effective and efficient in Irepodun Local Government Area, Kwara State.
- ii. The management of Secondary school should allow Business Studies teachers to delegate duties such as writing notes to the students. Duties such as writing down of the names of noise makers should be delegated to students so as to manage classroom.
- iii. Secondary school administrators should ensure that Business Studies teachers attend seminars, training and symposium where they will be exposed to different methods of teaching and thereby trained on how to choose effective method of teaching student in Junior Secondary Schools in Irepodun Local Government Area of Kwara State.

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