



IMPACT OF IMPLEMENTATION OF CLASSROOM MANAGEMENT PRACTICES ON PERFORMANCE OF LEARNERS IN ENGLISH LANGUAGE IN PRIVATE PRIMARY SCHOOLS, IN KATSINA-ALA, BENUE STATE, NIGERIA.

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ABSTRACT: *This study investigated the level of implementation of classroom management practices and how it affects performance of learners in English Language in private primary schools in Katsina-Ala Local Government Area of Benue state, Nigeria. Five null hypotheses were formulated to guide this study. A sample of 200 teachers was selected using random sampling technique across a population of 746 teachers from all the private primary schools in the research area. The instrument for data collection was a self-developed questionnaire. The mean and standard deviation were used to answer the research questions while Spearman's rho was used in testing the hypotheses at 0.05 level of significance. The findings of the study reject all the null hypothesis in favour of alternative hypotheses and recommend that positive reinforcement, motivational practices, good teacher-learner relationships, effective communication and good use of instructional materials be implemented in classroom management in schools as this can improve performance in English Language.*

KEYWORDS: Classroom Management Practices, Private Schools and Performance in English Language.



INTRODUCTION

Education is universally recognised as a critical component of societal progress, economic success, and individual empowerment. Nations all over the world prioritise education in their budgets, because it is important in promoting innovation, reducing inequality and accomplishing long-term development objectives. Nigeria, despite her numerous challenges, allocates about 7% of its budget to education, although gaps still remain when compared to the United Nations Educational, Scientific and Cultural Organization (UNESCO) recommended benchmarks for developing countries (15 – 20%) for their annual budgets to education (Shika et al., 2020). Primary education, despite the limited funds available for education, should be prioritised because it serves as the foundation for secondary and tertiary levels of education.

In the absence of a comprehensive primary education, the intellectual development objectives of secondary and tertiary institutions, which are essential for national advancement will remain unattainable (Odukoya et al., 2018). The Nigerian Federal Government recognizes this fact that primary education is a fundamental component of the educational system. This is evident in her primary education policy, which emphasizes the need of developing a strong foundation for further learning. Furthermore, it is widely accepted that no structure can withstand the test of time without a solid foundation. Ezeyi et al. (2021), assert that primary education is critical to the success or failure of the entire educational system, as it serves as the foundation for subsequent levels. To attain the goals of primary education, federal, state and local governments must work together to regulate the establishment and management of primary schools. Such oversight is necessary to ensure the provision of high-quality primary education that aligns with national development goals.

In Nigeria, public primary schools have been widely perceived to have low quality standards. This can be attributed to numerous systemic challenges that are closely related to management and administration (Bold et al., 2017). Key issues include inadequate funding, lack of essential infrastructure, an insufficient number of qualified teachers and poor management (Matthew, 2019; Ojo & Azeez, 2024). Additionally, corruption, inefficiencies in policy implementation, and a lack of political will have all led to the decline of public education (Abubakar, 2024).

As a result of these shortcomings, private individuals and organizations have seen the need to establish and manage private primary schools in order to bridge the gap left by the public education system (Tooley, 2023). Private schools often provide better learning settings and improved supervision. As a result, they are an attractive alternative for many parents seeking quality basic education for their children (Patrinos et al., 2012). This may account for rapid increase in the number of private primary schools in Nigeria, which is heading towards education privatisation (Angwaomaodoko, 2024).

The Nigerian government has long recognized the role of private participation in the education sector, particularly in the establishment and management of private schools. This is explicitly articulated in the National Policy on Education (Federal Republic of Nigeria, 2014), which underscores the importance of collaboration between the government and non-state actors, including voluntary agencies, communities, and private individuals. According to Yawe and Ivagher (2016), private participation in education can enhance school management efficiency, increase educational access, and provide competitive alternatives to public schools. However, the policy also emphasizes that private educational institutions must follow regulatory guidelines to ensure uniformity in quality and prevent the proliferation of substandard schools



(Angwaomaodoko, 2024). Given the increasing demand for education due to population growth, private sector engagement has become a critical strategy to supplement government efforts and ensure that more children have access to education (Sule, 2024).

According to Fasuba (2019), the establishment of private schools by individuals and private organizations is driven not only by profit motives, but also by a commitment to deliver standardized quality education to the teeming population. This must be done while keeping in mind the need for efficient classroom management practices. Hence, the implementation of effective classroom management is an essential component of instruction, it has a pivotal role in optimizing excellent learning at all levels of education (Egbebi & Wakili, 2020; Sieberer-Nagler, 2015).

Teachers worldwide are required to implement a variety of classroom management strategies. As such, it has the potential to promote quality learning and address typical classroom management issues, such as maintenance of discipline and order. Quality learning in education, particularly at the primary school level, continues to receive significant attention, presumably because of its role to provide learners with long-term literacy and numeracy to achieve national development later in life (Khansir & Mirzaei, 2024; Robert J Didham & Ofei-Manu, 2018).

Singh and Rana (2004), contend that for a teacher to be effective in implementing classroom management practices, they must go beyond subject matter competency and prioritize the needs of their pupils. The implementation of classroom management practices is primarily the responsibility of the teacher and it includes the methods, teaching activities, and strategies employed by teachers to manage pupil activities (Omoteso & Semudara, 2011). In classroom management implementation, teachers integrate diverse approaches to instruct learners, manage the classroom, and utilize resources to achieve desired learning outcomes (Demirdag, 2015). Some classroom management practices implemented by teachers in schools include effective communication, motivation, efficient use of instructional materials, provision of positive reinforcement, and establishment of positive teacher-learner relationships (Sieberer-Nagler, 2015).

Effective communication is fundamental for the successful implementation of classroom management strategies. Onyeachu (2020), synthesized various definitions of communication, describing it as a process of transmitting information, ideas, attitudes, feelings, or instructions from one person to another. The capacity to communicate effectively in an appropriate setting may facilitate and promote learning. Communication can be categorized into verbal and nonverbal forms; both are essential to foster teacher-student relationships and enhance pedagogical effectiveness (Karasova & Kleckova, 2023). Verbal communication encompasses both spoken and written language and is based on universal symbols and formal grammatical rules, whereas nonverbal communication is expressed through gestures, signs, and body language, and plays an equally crucial role in reinforcing verbal communications. The implementation of effective communication strategies could potentially lead to improvement in academic performance and promote active engagement and mutual respect (Khansir & Mirzaei, 2024).

Motivation in education refers to the psychological factors that influence students' engagement and persistence in learning. It is categorized into intrinsic and extrinsic motivations. Intrinsic motivation refers to an inherent desire, such as personal interest, curiosity, and the inherent satisfaction of acquiring knowledge. Conversely, extrinsic motivation involves external



incentives such as grades, praise, or avoidance of punishment. (Moreira-Morales & García-Loor, 2024). Excessive reliance on the implementation of classroom extrinsic motivation, such as tangible rewards, can potentially undermine intrinsic motivation over time (Méndez et al., 2025). While extrinsic rewards can initiate engagement in challenging tasks, intrinsic motivation should be fostered through relevance-driven activities and the cultivation of curiosity (Katerina & Popeska, 2023). Ultimately, a comprehensive approach that prioritizes intrinsic motivation while judiciously utilizing extrinsic incentives is critical for sustaining lifelong learning and academic achievement (Harrison & Rodriguez, 2023).

The effective use of well-designed instructional materials enhances teaching quality and has a considerable impact on students' academic conduct, engagement, and accomplishment (Stronge, 2018). High-quality education necessitates the use of learner-centered materials. This pedagogical approach tailored towards individual needs promote the development of skills and attitudes (Tomlinson, 2014). By prioritizing materials and methods, teachers create environments in which students may actively participate in learning. The strategy enables them to master the task to excel in learning (Wiggins & McTighe, 2008). This ensures that teaching approaches are adapted to each student's potential while still addressing curriculum objectives.

Positive reinforcement is a behavioural strategy that involves the introduction of a desirable stimulus contingent upon a specific action. This can improve learning outcomes by increasing the probability of repetition of the desired behaviours, thereby improving educational quality (Skinner, 1953). Rooted in operant conditioning, this approach strengthens learners' engagement and performance. Associating positive rewards with academic achievements can foster and sustain motivation (Gregory & Kaufeldt, 2015). Research indicates that timely and meaningful reinforcement, such as praise or reward will not only reinforce task completion but also cultivate intrinsic motivation. This could contribute to long-term academic success (Gregory & Kaufeldt, 2015; Skinner, 1953).

Positive teacher-learner relationships are required for the effective implementation of classroom management and the promotion of quality learning outcomes among learners. Furthermore, such relationships can foster trust, engagement and behavioural regulation among learners (Marzano, 2003). When a good relationship is lacking, learners may engage in disruptive behaviours that impede academic progress and classroom harmony (Pianta, 2000). Children generally respond better to teachers who demonstrate warmth, positivity, and unconditional acceptance towards them. Such traits create a supportive environment that encourages participation and emotional security (Hattie, 2008). Thus, cultivating strong teacher-learner relationships is critical for optimizing both academic success and behaviour. It is therefore, against these backgrounds that the researchers are motivated to investigate the influence of implementation of contemporary classroom management practices on quality of performance in English Language among learners in private primary schools in Katsina-Ala Local Government Area of Benue State, Nigeria.



Objectives of the Study

The aims of the study were to investigate the level of implementation of contemporary classroom management practices and their influence on performance of learners in English Language in private primary schools in Katsina-Ala Local Government Area of Benue State, Nigeria.

Specific Objectives of the Study

1. Determine the influence of implementation of positive reinforcement practice on performance of learners in English Language in private primary schools.
2. Ascertain the influence of implementation of good teacher-learner relationship practice on performance in English Language among learners in private primary schools.
3. Examine the influence of effective communication practice on performance in English Language among learners in private primary schools.
4. Examine the influence of motivation practice on quality learning outcome among learners in private primary schools.
5. Investigate the influence of good use of instructional materials practice on performance in English Language among learners in private primary schools.

Statement of Problem

Implementation of classroom management is the center of any educational system. No curriculum planning is complete without implementation and evaluation, both of which are mainly carried out in the classroom. The problem of learners' performance in general appears to be on the increase in Katsina-Ala Local Government Area as many school learners can hardly read and write good English, such that one begins to wonder, could this be as a result of ineffective communication, lack of motivation, ineffective use of instructional materials, lack of positive reinforcement or non-establishment of good teacher-learner relationship? The researchers, given the seeming critical challenge among learners are motivated to dive into this research.

Research Questions

The following research questions guided the study, thus:

1. What is the influence of implementation of positive reinforcement practice on performance in English Language among learners in private primary schools in Katsina-Ala Local Government Area of Benue State, Nigeria?
2. What is the influence of implementation of good teacher-learner relationship on performance in English Language among learner in private primary school?
3. What is the influence of effective communication on performance in English Language among learners in private primary schools?



4. What is the influence of motivation practice on performance in English Language among learners in private primary schools?
5. What is the influence of good use of instructional materials on performance in English Language among learners in private primary schools?

Research Hypotheses (Ho)

The following null hypotheses were formulated and tested at 0.05 level of significance:

1. There is no significant influence of implementation of positive reinforcement practice on performance in English Language among learners in private primary schools in Katsina-Ala Local Government Area of Benue State, Nigeria.
2. There is no significant influence of implementation of good teacher-learner relationship on performance in English Language among learners in private primary schools.
3. There is no significant influence of effective communication on performance in English Language among learners in private primary schools.
4. There is no significant influence of motivation practice on performance in English Language among learners in private primary schools.
5. There is no significant influence of good use of instructional materials on performance in English Language among learners in private primary schools.

RESEARCH METHODOLOGY

The research adopted a descriptive survey research design. According to Creswell (2014) descriptive survey research design defines and measures the features of a sample population in a systematic and objective manner as they exist in their natural setting, without modifying or altering any variables. The data acquired in descriptive survey research design allows for the measurement of significance of the results or generalization to the overall population covered as well as the challenges of the respondents' opinions (Hassan, 2024).

The population of the study consists of 746 private primary schools' teachers in Katsina- Ala Local Government Area of Benue State, Nigeria. A sample of 200 teachers was selected using random sampling technique across the private primary schools in randomly selected council wards in the research area. The instrument for data collection was self-developed questionnaire covering all the classroom management styles covered in the study and it was validated by academic staff in department of Foundation and Management at College of Education Katsina-Ala. A trial test was carried out using 30 teachers selected from three private primary schools outside of the study area and Cronbach Alpha Statistics employed for reliability test gave a value of 0.897 indicating a good reliability of the instrument. The researchers together with two other research assistants administered the questionnaire for data collection. Mean and standard deviation were used to answer the research questions while Spearman's rho correlation coefficient was used to test the hypotheses at 0.05 level of significance.



RESULTS AND DISCUSSION

This section presents the results and discussion of the study, based on the research questions and hypotheses.

Question 1: What is the influence of implementation of positive reinforcement practice on performance in English Language among learners in private primary schools in Katsina-Ala Local Government Area of Benue State, Nigeria?

Table 1a. Showing mean and standard deviation of implementation of positive reinforcement practice

S/N 1a	Item	N	Mean	Std. Deviation	Decision
i.	Teachers employ rewards in English classes.	200	2.945	0.416	Agree
ii.	Learners' excellent achievement is regularly acknowledged.	200	3.570	0.805	Strongly Agree
iii.	Learners are typically praised and recognized for their English language accomplishments.	200	3.155	0.363	Agree
iv.	English teachers correct learners' spelling and pronunciation.	200	3.600	0.687	Strongly Agree
Valid N (listwise)		200	3.318	0.568	Agree

The purpose of this question (Question 1) was to assess the level of implementation of positive reinforcement practices by teachers in private primary schools in the Katsina-Ala Local Government Area of Benue State. The responses to items 1a (i) – (iv) of the questionnaire were collated and analysed, and the results are presented in Table 1a. The statistical analysis of the respondents' responses reveals that majority of them use positive reinforcement practice in their classroom management, with a cumulative mean of 3.318 and cumulative standard deviation of 0.568. Then the influence of such practice is presented in Table 1b.

Table 1b. Showing mean and standard deviation of implementation of positive reinforcement practice on performance in English Language among learners

S/N 1b	Item	N	Mean	Std. Deviation	Decision
i.	By Receiving rewards, learners are motivated and this improves their English language skills.	200	3.715	0.505	Strongly Agree
ii.	Acknowledging learners' performance enhances their English speaking and writing skills.	200	3.575	0.653	Strongly Agree
iii.	Recognizing and praising learners' efforts boosts their confidence and ability to succeed.	200	3.760	0.514	Strongly Agree
iv.	Positive reinforcement activities enhance learners' writing abilities and vocabulary	200	3.665	0.660	Strongly Agree
Valid N (listwise)		200	3.679	0.583	Strongly Agree



Table 1b shows how the implementation of positive reinforcement practice affects English performance among learners in private primary schools in the Katsina-Ala Local Government Area of Benue State. The findings reveal that academic performance in English among learners in private primary schools in the Katsina-Ala Local Government Area is influenced by positive reinforcement practices in the classroom, as shown by the responses of the respondents to items 1b (i) – (iv) of the questionnaire. The results as statistically analysed strongly agree with implementation of positive reinforcement practice in English Language lessons as it improves performance, with a cumulative mean of 3.679 and cumulative standard deviation of 0.583.

Question 2: What is the influence of implementation of good teacher-learner relationship on performance in English Language among learner in private primary school?

Table 2a. Showing mean and standard deviation of implementation of good teacher-learner relationship

S/N 2a	Item	N	Mean	Std. Deviation	Decision
i.	Teachers create a healthy and supportive classroom environment.	200	2.935	0.471	Agree
ii.	Learners feel comfortable asking teachers for assistance with English issues.	200	2.755	0.563	Agree
iii.	Teachers demonstrate genuine concern in learners' academic advancement in English.	200	3.720	0.532	Strongly Agree
iv.	Teachers are friendly and respond to learners' concerns about English classes.	200	2.900	0.361	Agree
v.	Teachers keep a positive and polite attitude towards learners in English classes.	200	3.380	0.927	Agree
Valid N (listwise)		200	3.138	0.571	Agree

This question (Question 2) was asked to ascertain the level of implementation of good teacher-learner relationships in private primary schools in the Katsina-Ala Local Government Area of Benue State. Responses to items 2a (i) – (v) of the questionnaire were organised and analysed, and the results are shown in Table 2a. Statistical analysis of the respondents' responses revealed the implementation of good teacher-learner relationships in classroom management, with a cumulative mean of 3.138 and cumulative standard deviation of 0.571. The effect on learners' performance in English is presented in Table 2b.

**Table 2b.** Showing mean and standard deviation of implementation of good teacher-learner relationship on performance in English Language among learners

S/N 2b	Item	N	Mean	Std. Deviation	Decision
i.	A welcoming and supportive teaching environment leads to improved English performance among Learners.	200	3.665	0.570	Strongly Agree
ii.	Teachers' supervision improved learners' comprehension and application of English concepts.	200	3.515	0.789	Strongly Agree
iii.	The teachers' encouragement has helped learners gain confidence in speaking and writing English.	200	3.590	0.696	Strongly Agree
iv.	The learners' confidence in speaking and writing English has increased as a result of their teachers' support.	200	3.515	0.820	Strongly Agree
v.	Teachers' attitudes have resulted in higher English grades for learners.	200	3.490	0.750	Agree
Valid N (listwise)		200	3.555	0.725	Strongly Agree

Table 2b indicates how implementing good teacher-learner relationship practice improves English performance among learners in private elementary schools in the Katsina-Ala Local Government Area of Benue State. The findings showed that good teacher-learner relationships in the classroom have a positive impact on academic performance in English among learners in private primary schools in the Katsina-Ala Local Government Area. The responses of the respondents to items 2b (i) – (v) of the questionnaire strongly agreed with almost all of them. The results, as statistically analysed, demonstrate the positive influence of the implementation of good teacher-learner relationships on English proficiency among learners in private primary schools with a cumulative mean of 3.523 and cumulative standard deviation of 0.603.

Question 3: What is the influence of effective communication on performance in English Language among learners in private primary schools

Table 3a. Mean and standard deviation of effective communication

S/N 3a	Item	N	Mean	Std. Deviation	Decision
i.	English teachers have good communication skills.	200	2.830	0.658	Agree
ii.	Effective communication facilitates learners' ability to ask questions and explain their understanding in English lessons.	200	3.615	0.623	Strongly Agree
iii.	English teachers utilize straightforward, unambiguous language during lessons.	200	3.625	0.698	Strongly Agree
iv.	Learners demonstrate effective communication skills during English lessons	200	2.865	0.467	Agree
Valid N (listwise)		200	3.234	0.612	Agree



This question (Question 3) evaluated the effectiveness of communication skills among teachers in private primary schools in the Katsina-Ala Local Government Area of Benue State. The responses to items 3a (i) – (iv) of the questionnaire were organised and analysed, and the results are presented in Table 3a. Statistical analysis of the respondents' responses revealed that English teachers have good communication skills and that learners in their schools communicate effectively during English lessons, with a cumulative mean of 3.234 and a cumulative standard deviation of 0.612. The influence of effective communication on students' performance in English is shown in Table 3b.

Table 3b. Mean and standard deviation of effective communication on performance in English Language among learners

S/N 3b	Item	N	Mean	Std. Deviation	Decision
i.	Learners perform well in English language examinations.	200	2.805	0.607	Agree
ii.	Learners can complete written assignments effectively and efficiently.	200	2.775	0.535	Agree
iii.	Learners can confidently engage in English debates and presentations.	200	2.990	0.459	Agree
iv.	Effective communication has resulted in improved English performance among learners.	200	3.590	0.710	Strongly Agree
Valid N (listwise)		200	3.040	0.578	Agree

Table 3b shows the influence of effective communication on English performance among learners in private primary schools in the Katsina-Ala Local Government Area of Benue State. The study found that effective classroom communication had a positive influence on academic performance in English among learners in private primary schools in the Katsina-Ala Local Government Area. The responses of respondents to items 3b (i) – (iv) of the questionnaire agreed with three items and strongly agreed with one of them. The data, as statistically analysed, show that effective communication has a positive influence on performance in English among learners in private primary schools, with a cumulative mean of 3.040 and cumulative standard deviation of 0.578.



Question 4: What is the influence of motivation practice on performance in English Language among learners in private primary schools?

Table 4a. Mean and standard deviation of motivation practice

S/N 4a	Item	N	Mean	Std. Deviation	Decision
i.	The teachers build learners' confidence in English lessons.	200	2.845	0.363	Agree
ii.	Teachers use extrinsic incentives (to praise or recognize learners) in English lessons.	200	2.800	0.576	Agree
iii.	When a learner responds properly, the entire class claps.	200	3.720	0.522	Strongly Agree
iv.	The learners are disciplined for misbehaving in English class.	200	2.920	0.543	Agree
Valid N (listwise)		200	3.071	0.501	Agree

The purpose of this question (Question 4) was to measure the influence of motivational practice on performance in English among learners in private primary schools in the Katsina-Ala Local Government Area of Benue State. The responses to items 4a (i) – (iv) of the questionnaire were collated and analysed, and the findings are presented in Table 4a. The statistical analysis of the respondents' responses showed that teachers build learners' confidence and use extrinsic incentives in English lessons. The respondents strongly agreed that learners were disciplined for misbehaving, but proper classroom responses from any learner were recognised. Overall, the cumulative mean was 3.071, while the cumulative standard deviation was 0.501. The influence of motivational practices on performance is shown in Table 4b.

Table 4b. Mean and standard deviation of motivation practice on performance in English Language among learners

S/N 4b	Item	N	Mean	Std. Deviation	Decision
i.	The learners' overall English performances are encouraging.	200	2.930	0.465	Agree
ii.	Learners are confident in their ability to communicate effectively in English.	200	2.870	0.543	Agree
iii.	Learners' comprehension of English grammar has greatly improved over time.	200	3.400	0.951	Agree
iv.	Learners pay better attention in class because they are uncomfortable with punishment.	200	2.825	0.496	Agree
Valid N (listwise)		200	3.006	0.614	Agree

Table 4b shows how the implementation of motivation practice influences English performance among learners in private primary schools in the Katsina-Ala Local Government Area of Benue State. The findings showed that teachers implement motivational practice in the classroom, which has a positive influence on academic performance in English among learners in private



primary schools in the Katsina-Ala Local Government Area. The responses of the respondents to items 4b (i) – (iv) of the questionnaire were all in agreement. The statistical analysis established the positive influence of motivation practice on performance in English among learners in private primary schools, with a cumulative mean of 3.006 and cumulative standard deviation of 0.614.

Question 5: What is the influence of good use of instructional materials on performance in English Language among learners in private primary schools?

Table 5a. Mean and standard deviation of good use of instructional materials

S/N 5a	Item	N	Mean	Std. Deviation	Decision
i.	The laboratory facilities are provided to English learners.	200	2.075	0.480	Disagree
ii.	A library containing vital texts is available to promote learners' reading habits.	200	3.450	0.855	Agree
iii.	English learners receive educational materials such as movies, audio resources, and charts.	200	2.195	0.670	Disagree
iv.	Good seating arrangements are available for lessons.	200	3.615	0.685	Strongly Agree
Valid N (listwise)		200	2.834	0.673	Agree

This question (Question 5) was asked to assess teachers' use of instructional materials in private primary schools in the Katsina-Ala Local Government Area of Benue State. The responses to questionnaire items 5a (i) – (iv) were organized and analysed, and the findings were presented in Table 5a. Statistical analysis of the respondents' responses revealed that laboratory facilities and educational materials such as movies, audio resources, and charts were not provided, but agree on the availability of good seating arrangements and libraries for learners in private primary schools in the Katsina-Ala Local Government Area of Benue State. The influence of good use of instructional materials on English Language performance among learners in private primary schools is presented in Table 5b.

Table 5b. Mean and standard deviation of good use of instructional materials on performance in English Language among learners

S/N 5b	Item	N	Mean	Std. Deviation	Decision
i.	Using instructional materials in class improves English proficiency among learners.	200	3.535	0.679	Strongly Agree
ii.	Using library facilities promotes reading habits and enhances performance.	200	3.460	0.826	Agree
iii.	Proper seating arrangement improves learners' performance.	200	3.645	0.584	Strongly Agree
Valid N (listwise)		200	3.547	0.696	Strongly Agree



Table 5b shows the influence of the use of instructional materials on English performance among learners in private primary schools in the Katsina-Ala Local Government Area of Benue State. The findings showed that the use of instructional materials in the classroom had a positive influence on academic performance in English among learners in private primary schools in the Katsina-Ala Local Government Area. The responses of the respondents to items 5b (i) – (iii) of the questionnaire agreed with one of the items and strongly agreed with two of them. The results, as statistically analysed, show a positive influence of the use of instructional materials on English performance among learners in private primary schools, with a cumulative mean of 3.547 and cumulative standard deviation of 0.697.

Test of Hypotheses

Table 6. Spearman's correlations between positive reinforcement practice and performance in English Language among learners in private primary schools in Katsina-Ala Local Government Area.

		Positive-Enforcement Practices	Decision
Performance in English Language	Spearman's rho Correlation Coefficient	0.789**	Rejected
	Sig. (2-tailed)	0.000	
	N	200	

**. Correlation is significant at the 0.01 level (2-tailed).

H₀ 1. There is no significant influence of implementation of positive reinforcement practice on performance in English Language among learners in private primary schools in Katsina-Ala Local Government Area of Benue State, Nigeria.

The results of the analysis of this hypothesis showed that there is a significant influence of the implementation of positive reinforcement practice on performance in English among learners in private primary schools in the Katsina-Ala Local Government Area of Benue State, Nigeria. The hypothesis was tested using Spearman's rho Correlation Coefficient at 0.05 level of significance on the responses to items 1a (i) – (iv) and 1b (i) – (iv) of the questionnaire. The Spearman's rho Correlation Coefficient yielded a positive correlation coefficient of 0.789 and p-value of 0.000, indicating a significant relationship between positive reinforcement practice and performance in English among learners in private primary schools in the Katsina-Ala Local Government Area of Benue State. The results reveal that there is a very strong and positive relationship between positive reinforcement practice and performance in English; therefore, the hypothesis was rejected, as shown in table 6 in favour of the alternative hypothesis that there is a significant influence of implementation of positive reinforcement practice on performance in English Language among learners in private primary schools in the Katsina-Ala Local Government Area of Benue State, Nigeria.



Table 7. Spearman's correlations between implementation of good teacher-learner relationship and performance in English Language among learners in private primary schools.

		Teacher-Learner Relationship	Decision
Performance in English Language	Spearman's rho Correlation Coefficient	0.939**	Rejected
	Sig. (2-tailed)	0.000	
	N	200	

**. Correlation is significant at the 0.01 level (2-tailed).

H₀ 2. There is no significant influence of implementation of good teacher-learner relationship on performance in English Language among learners in private primary schools.

The results of the analysis of this hypothesis showed that the implementation of good teacher-learner relationships has a significant influence on English Language performance among learners in private primary schools in the Katsina-Ala Local Government Area of Benue State, Nigeria. The hypothesis was tested using Spearman's rho Correlation Coefficient at 0.05 level of significance on the responses to items 2a (i) – (v) and 2b (i) – (v) of the questionnaire. The Spearman's rho Correlation Coefficient produced a positive correlation coefficient of 0.939 and p-value of 0.000, indicating a significant relationship between the implementation of good teacher-learner relationships and performance in English among learners in private primary schools in the Katsina-Ala Local Government Area of Benue State. The results reveal that there is a very strong and positive relationship between the implementation of good teacher-learner relationships and performance in English; thus, the hypothesis was rejected, as shown in Table 7, in favour of the alternative hypothesis that there is a significant influence of the implementation of good teacher-learner relationships on performance in English among learners in private primary schools in the Katsina-Ala Local Government Area of Benue State, Nigeria.

Table 8. Spearman's correlations between effective communication and performance in English Language among learners in private primary schools.

		Effective Communication	Decision
Performance in English Language	Spearman's rho Correlation Coefficient	0.979**	Rejected
	Sig. (2-tailed)	0.000	
	N	200	

**. Correlation is significant at the 0.01 level (2-tailed).

H₀ 3. There is no significant influence of effective communication on performance in English Language among learners in private primary schools.



The results of the analysis of this hypothesis showed that effective communication has a significant influence on English Language performance among learners in private primary schools in the Katsina-Ala Local Government Area of Benue State, Nigeria. The hypothesis was tested using Spearman's rho Correlation Coefficient at 0.05 level of significance on the responses to items 3a (i) – (iv) and 3b (i) – (iv) of the questionnaire. The Spearman's rho Correlation Coefficient produced a positive correlation coefficient of 0.979 and p-value of 0.000, signifying a significant relationship between effective communication and performance in English among learners in private primary schools in the Katsina-Ala Local Government Area of Benue State. The results reveal that there is a very strong and positive relationship between effective communication and performance in English; therefore, the hypothesis was rejected, as shown in table 8 in favour of the alternative hypothesis that there is a significant influence of effective communication on performance in English Language among learners in private primary schools in the Katsina-Ala Local Government Area of Benue State, Nigeria.

Table 9. Spearman's correlations between motivation practice and performance in English Language among learners in private primary schools.

		Motivational Practices	Decision
Performance in English Language	Spearman's rho Correlation Coefficient	0.933**	Rejected
	Sig. (2-tailed)	0.000	
	N	200	

**. Correlation is significant at the 0.01 level (2-tailed).

H₀ 4. There is no significant influence of motivation practice on performance in English Language among learners in private primary schools.

The results of the analysis of this hypothesis showed that there is a significant influence of motivational practice on performance in English among learners in private primary schools in the Katsina-Ala Local Government Area of Benue State, Nigeria. The hypothesis was tested using Spearman's rho Correlation Coefficient at 0.05 level of significance on the responses to items 4a (i) – (iv) and 4b (i) – (iv) of the questionnaire. The Spearman's rho Correlation Coefficient yielded a positive correlation coefficient of 0.933 and p-value of 0.000, indicating a significant relationship between implementation of motivation practice and performance in English among learners in private primary schools in the Katsina-Ala Local Government Area of Benue State. The results reveal that there is a very strong and positive relationship between the implementation of motivation practice and performance in English; therefore, the hypothesis was rejected, as shown in Table 9, in favour of the alternative hypothesis that there is a significant influence of motivation practice on performance in English among learners in private primary schools in the Katsina-Ala Local Government Area of Benue State, Nigeria.



Table 10. Spearman's correlations between good use of instructional materials and performance in English Language among learners in private primary schools.

		Good Use of Instructional Materials	Decision
Performance in English Language	Spearman's rho Correlation Coefficient	0.858**	Rejected
	Sig. (2-tailed)	0.000	
	N	200	

** . Correlation is significant at the 0.01 level (2-tailed).

H₀ 5. There is no significant influence of good use of instructional materials on performance in English Language among learners in private primary schools.

The results of the analysis of this hypothesis showed that there is a significant influence of good use of instructional materials on English performance among learners in private primary schools in the Katsina-Ala Local Government Area of Benue State, Nigeria. The hypothesis was tested using Spearman's rho Correlation Coefficient at 0.05 level of significance on the responses to items 5a (i) – (v) and 5b (i) – (iii) of the questionnaire. The Spearman's rho Correlation Coefficient yielded a positive correlation coefficient of 0.858 and p-value of 0.000, indicating a significant relationship between good use of instructional materials and performance in English among learners in private primary schools in the Katsina-Ala Local Government Area of Benue State. The results reveal a very strong and positive relationship between good use of instructional materials and performance in English; therefore, the hypothesis was rejected, as shown in Table 10, in favour of the alternative hypothesis that there is a significant influence of good use of instructional materials on performance in English among learners in private primary schools in the Katsina-Ala Local Government Area of Benue State, Nigeria.

DISCUSSION

The findings of this study using the first hypothesis showed that there is significant influence of implementation of positive reinforcement practice on performance in English Language among learners in private primary schools in the Katsina-Ala Local Government Area of Benue State, Nigeria. The findings from the respondents revealed that private primary school teachers use positive reinforcement practices in their classroom management, which has significantly influenced English performance among learners in such schools. This is made known from a positive correlation of 0.789** and a significance level of 0.01. This is in line with the findings of the study conducted by Fatima et al. (2023), who showed that that implementation of various positive reinforcement strategies enhances students' engagement and performance. This could be particularly relevant for low achievers and back benchers, as they benefit a lot from reinforcement, continuous observation, and adaptation of reinforcement techniques.

Hypothesis two which states, "There is no significant influence of implementation of good teacher-learner relationship on performance in English Language among learners in private primary schools" was rejected because implementation of good teacher-learner relationship significantly influence performance in English Language among learners in private primary



schools in this study. The findings from the respondents revealed that private primary school teachers implement good teacher-learner relationships in their classroom management, which has significantly influenced English performance among their learners. This is made known from a positive correlation of 0.939** and a significance level of 0.01. This is in line with the findings of the study conducted by Siburian and Indriani (2024), who were of the opinion that positive teacher-student relationships are essential for effective learning. The teachers' genuine concern and flexibility approach build good relationships with students and help students feel more confident and motivated to participate in the learning process. Active engagement is crucial for improving student performance.

The findings also showed that teacher effective communication has a significant influence on performance in English Language among learners in private primary schools in the study area. This revealed that teachers in private primary schools have good communication skills, which greatly influence English Language performance among learners. This is indicated by a positive correlation 0.979** and a significance level of 0.01. The findings of this study were consistent with the study conducted by Khamwan (2023), who maintained that good communication strategy approach could help students, especially those with low proficiency to overcome communication difficulties and improve their language skills. Teachers should also create an environment that encourages students to participate actively in discussions.

Hypothesis four which states, "There is no significant influence of motivation practice on performance in English Language among learners in private primary schools" was rejected because motivation practice has significant influence on performance in English Language among learners in private primary schools in the Katsina-Ala Local Government Area of Benue State, Nigeria. The results revealed that teachers in private primary schools in the study area build learners' confidence and use extrinsic incentives in English lessons to motivate learners. This has greatly influenced English Language performance in these schools. This was indicated by a positive correlation of 0.933** and a significance level of 0.01. The findings of this study are consistent with those of Harrison and Rodriguez (2023), and Rajbhandari (2024), who emphasized the need for improved motivation among teachers. Teachers should be encouraged to adopt various motivational strategies in their teaching. This includes setting clear and achievable goals, providing constructive feedback, and recognizing students' accomplishments. This may involve using contemporary topics, cultural references, and real-life applications of English to make learning more relatable and engaging.

Lastly, there is significant influence of good use of instructional materials on performance in English Language among learners in private primary schools in the study area. The findings from the respondents revealed that private primary schools in the Katsina-Ala Local Government Area lack laboratory facilities and educational materials, such as movies and audio resources, but agree on the availability of good seating arrangements and libraries for learners. The available materials were properly utilized and this greatly influenced academic performance in these schools. This was indicated by a positive correlation of 0.858** and a significance level of 0.01. This is in line with the findings of the study conducted by Wiggins & McTighe, (2008), who showed that proper use of materials and methods by teachers create environments in which students may actively participate in learning and master the task to excel in learning. In order to improve school performance, the classroom should be equipped with enough facilities such as desks and chairs to accommodate the available population.



CONCLUSION

All the null hypotheses in this study were rejected in favour of alternative hypotheses, the researchers then concluded that positive reinforcement and motivational practices are implemented in classroom management in private primary schools in the study area, along with good teacher-learner relationships and good use of instructional materials. These have a positive influence on learners' performance in the English Language in private primary schools in the Katsina-Ala Local Government Area of Benue State, Nigeria. The teaching-learning process is carried out in schools in English and good performance in English will result in much improvement in other subject areas. As shown the private primary schools evaluated in the study have performed well in the English language and this extends to all private primary schools in the Katsina-Ala Local Government Area of Benue State. The implementation of these classroom practices should be encouraged in primary schools (Private and Public) since it can improve academic performance among learners.

RECOMMENDATIONS

The following recommendations were made for implementation to improve performance in the English Language and, in general, other subjects:

- Head teachers should ensure that English teachers maintain excellent classroom management practices, such as teacher-learner relationships, positive reinforcement practices, and good communication, as such practices have a favourable influence on learners' performance in schools.
- Head teachers of private primary schools should provide items for English teachers to be used as gifts to learners who excel academically, even during class, to encourage them.
- Educational administrators of primary schools should do everything possible to provide laboratories and necessary instructional materials in schools for English teachers to be used in schools, and teachers should maintain discipline among class members throughout teaching and learning activities

SUGGESTIONS FOR FURTHER STUDIES

The present study investigated classroom management and learners' academic performance in the English Language in private primary schools in the Katsina-Ala Local Government Area of Benue State, Nigeria. Studies can be carried out in public primary schools in the same location or on students' academic performance in the English Language at private secondary schools. Studies can also be carried out on academic performance on other subject areas and classroom management.



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