



**THE MODERATING INFLUENCE OF SCHOOL MANAGEMENT TACTICS ON  
GLOBAL UTILISATION RATE AND LAGOS STATE PRIMARY SCHOOL PUPILS'  
ACADEMIC ACHIEVEMENT, NIGERIA**

**Akinyemi, Isiaka Adeniran<sup>1</sup>**

e-mail: [isiaka.akinyemi@lasu.edu.ng](mailto:isiaka.akinyemi@lasu.edu.ng)  
<https://orcid.org/0000-0003-0185-7789>

**Onilude, Olusegun Adeniran<sup>2</sup>**

[oniludeolusegun2019@gmail.com](mailto:oniludeolusegun2019@gmail.com)

**&**

**Lawal, Rasaki Olanrewaju<sup>3</sup>**

E-mail: [raslaw228@gmail.com](mailto:raslaw228@gmail.com)

**ABSTRACT**

*The study investigated the moderating influence of school management tactics on the relationship between global utilisation rate and Lagos State primary school pupils' academic achievement in Nigeria. The study adopted both correlational and descriptive research designs and its population consisted of 9,854 teachers and 303,028 pupils from the 1020 public primary schools. Using stratified, purposive, simple and proportionate sampling techniques, 500 teachers and 500 pupils respectively were selected from the sampled 100 primary schools. Two categories of instruments were used to collect data after ensuring their validity and establishing reliability coefficients for one of them except for the Record Observations Formats since the data sought were already in existence in the schools. The 'Cronbach's Alpha coefficient analysis was used to determine the reliability of the School Management Tactics Questionnaire for Teachers (SMTQT) and School Management Tactics Questionnaire for Pupils (SMTQP), and the coefficients obtained were 0.84 and 0.79 respectively. Three null hypotheses formulated were tested at 0.05 level of significance and the findings showed that non-significant relationship existed between global utilisation rate and Lagos State primary school pupils' academic achievement, Nigeria ( $r = 0.142, \rho > 0.05$ ); and there is a positive, weak and significant relationship between school management tactics and Lagos State primary school pupils' academic achievement, Nigeria ( $r = 0.367, \rho < 0.05$ ). Also, school management tactics has no statistically significant moderating influence on the relationship between global utilisation rate and Lagos state primary school pupils' academic achievement, Nigeria ( $R^2\Delta = 0.000, F_{(1, 47)} = 2.635, \rho = 0.061 > 0.05$ ); It was concluded that the relationship between global utilisation rate and Lagos state primary school pupils' academic achievement, Nigeria is not moderated or influenced by school management tactics. The study, there, recommended that the administrators of the primary schools, through the quality assurance control, should ensure that teachers and pupils manage the stipulated lesson hours on the timetable for effective teaching and learning. This would eliminate or reduce instructional time loss on the part of teachers and pupils.*

**Keywords:** School Management Tactics, Global Utilisation Rate, Pupils' Academic Achievement, Lagos State Primary School



## Introduction

It is important to state that primary education in Nigeria is the first stage of formal education, typically designed for children aged 5-11 years old plus in Nigeria (Federal Republic Nigeria, 2014). The primary education system is intended to provide pupils with a foundation in basic subjects, skills, and values that will serve as a basis for future learning. This level can be said to be the key success or failure of the whole system since the rest of the education is built upon it. Primary schools usually provide a foundation in basic subjects and skills, promoting cognitive, social, emotional, and physical development while preparing pupils for future learning and careers (Onilude, 2025).

Meanwhile, academic achievement is a learner's performance of teaching and learning assessments, that is, final examination results achieved by the learner in school. It can be seen as the improvement of pupils' overall quality during their school years. Wang (2021) believes that academic achievement can be equated with academic performance. According to Zheng and Mustapha (2022), academic achievement is a direct manifestation of learning effectiveness and a valid indicator to evaluate the effectiveness of teaching and education as well as the overall development of pupils. Though, academic achievement of pupils can be influenced by various factors. As noted by Zhu (2016), academic achievement of primary school pupils is an important factor affecting the achievement of education goals. Zheng and Mustapha (2022) posit that academic achievement includes cognitive and non-cognitive outcomes, as well as psychological and behavioural outcomes, a position supported by Cai and Cao (2019). A weighty academic achievement of a pupil is sometimes attributed to higher teachers' efficiency. Experience by teachers has shown that academic achievement seems to increase when time management skills are well-handled.

On a global front, increased figure in enrolment has led to increased number of pupils in a class which varies on the basis of countries, region, locality, school type and so on. For instance, Finland, Denmark, Sweden, Singapore and South Korea each has 15 pupils per class or less pupils for a standard class size; Australia, Germany, France, Japan each has 20 pupils per class or less pupils for a standard class size; United States, Canada, United Kingdom each has 15 – 25 pupils per class; China: 20-30 pupils per class; Brazil: 25-35 pupils per class; South Africa: 30-40 pupils per class; India and Pakistan each has 40-50 pupils per class (McEvoy, 2023). Some of these class sizes fall within the UNESCO's recommended standard of 25 for number of students in a class. In Nigeria, the recommended class size according to the Federal Republic of Nigeria (2013), of 25 and 35 pupils per class for pre-primary and primary respectively, is the standard class size. Akinyemi and Lawal (2020) highlight that, educators universally identify class size as a desirable attribute of the educational system, and this has become a subject of interest, concern, discussion and debate among educational stakeholders such as academics, parents and policy makers albeit over the educational consequences of class sizes.

Concerned about the issue of class size and facilities, including spatial planning, Audu and Ajayi (2017) discovers that there is a tremendous increase in the enrolment of pupils and in the average



size of classrooms in both primary and secondary schools in Lagos State. Though, open enrolment in schools is laudable, the deficiency seems to be in the corresponding provision of adequate infrastructures, classrooms, teachers, and befitting structures. Seats and desks which are basic classroom requirements are insufficient and, in some schools, students are sitting on ransacked furniture and some even stand at the back of the class to receive lessons (Oyeniran, 2014). The size of the classes has thus become increasingly unmanageable, leaving the teachers with the impossible task of giving individual attention to the learners' needs. The teachers' eye contact with the pupils in class becomes so dissipated that a number of poorly motivated pupils can form small committees at the back of the class to engage in non-school discussion, while the teacher is busy teaching.

While emphasising the importance of teaching space facilities to pupils' academic performance, Akinyemi (2020) citing Mark (2002) maintains that one cannot expect high level of students' academic performance where school buildings such as classrooms, libraries, technical workshops and laboratories are substandard and over-utilised. The author further emphasises that clean, quiet, safe, comfortable and healthy environment are important components of successful teaching and learning.

Despite the Universal Basic Education Commission's efforts at improving facilities at the primary school level to facilitate access to quality primary education in the country, it seems the existing ones have not been put to maximum use which will reduce cost of expansion. It has been suggested that one of the cost-effective ways to increase access to primary schools is to promote efficiency in the utilisation of the existing teaching spaces and other educational resources including time management. According to Quansah (2015), the efficiency of utilisation of teaching space facility is a cardinal factor of enrolment...and if education services are to be expanded without a corresponding expansion in resources inputs, then available resources will have to be managed more efficiently.

A precise description of efficient utilisation and recognition of time and spatial planning in school activities is *school management tactics* which shows how prudent schools (teachers and authorities) are in handling challenges in schools given the inelastic nature of time. High school enrolments, in the midst of limited financial and non-financial resources, are herculean tasks for institutions which require high level creativity to achieve effectiveness. Both time and space utilisations can be under-utilised, over-utilised or optimum-utilised. An optimum utilisation in this context is what every Head in institutions strives to attain. In educational planning, both under- and over-utilisations are not desirable because they translate to inefficiencies in the face of limited resources. School management tactics, applied to school enrolments and global utilisation rates in this instance, can be regarded as moderating variable.

As parts of teachers' functions, teachers need to arrange, organise, schedule, and budget their time and space for the purpose of generating more effective and efficient teaching-learning and, hence for productivity (that is, good pupils' academic achievement). Teachers' time management could therefore influence pupils' academic achievement. Time is a vital resource of every organisation and it affects all aspects of human endeavours. According to Kibebzii and Chufi (2022), time as a



continuous sequence of existence, is so fragile, delicate and vital that it needs to be handled with care because one second lost cannot be regained. Teachers today frequently lament that they don't have enough time to complete tasks that they would have completed otherwise (Ekundayo, Konwea, & Yusuf, 2010).

A good teacher must make effective use of time to produce desired results which is why Adebayo (2015), sees time management as a set of principles, practices, skills, tools and systems that work together to help one get more value out of one's time with the aim of improving the quality of one's life. Teachers may then be confronted with the issues of being unable to deal with distractions from their pupils in the classroom, just like coping with pressure for submission of questions and completion of subject contents. There is also the challenge of procrastination, ambiguity of personal goals and so forth which could lead to inefficiency. The instrument that enables people to better plan and utilize their time is time management, and, managing time means engaging in activities that generate greater benefits to human beings, nation and the entire world as well as life hereafter (Islam, Ali & Osmani, 2021).

Indeed, some teachers have a good skill at using time for teaching but not everybody. This is because, structuring of time allocation and distribution among competing demands is priority-based since time cannot be stored, and its availability can neither be increased beyond nor decreased from the allocated number of hours of teaching in a day.

As the resources provided to schools become overstretched due to rising enrolments the nature, sources, availability and utilisation of both the human and the physical resources can be said to determine the efficiency of the school system (Nwankwo, in Akinyemi, 2020). According to Akinyemi and Gbenu (2020), to guarantee success of the school, facilities for instructors and students/pupils must be provided in an appropriate number just as providing teachers in the necessary quantity and quality. Moreover, large class sizes; poverty and social inequality; lack of adequate infrastructure in many primary schools in Nigeria, including classrooms, toilets, and playgrounds seem to culminate in progressive and consistent deterioration in performance of both teachers and pupils, hence the necessity for spatial planning.

Still on the issue of enrolments and spatial planning, enrolments can be said to be the most practical measure of educational advancement. Across the globe, trends in education have reflected significant increase in pupils' enrolment (Ademola, Ogundipe & Babatunde, 2014). This is evident in Nigeria with an upward trend in school enrolment at all levels of education after the civil war in 1970. Examining enrolments in Nigeria can, indeed, lead to appreciating the necessity for Global Utilisation planning.

The submission thus is that adequate and effective planning of physical facilities is necessary to address the issue of ever-increasing enrolment in schools and the need to provide them with teachers who can help achieve appropriate educational objectives. As enrolment in schools increases daily, the available resources may become overstretched without adequate planning.



Worsening this situation is inadequate classroom, and of course, inadequate space planning which are functions of management tactics employed. The key components of facility planning that determine curriculum compliance and, consequently, high academic accomplishment are affinity, effective time management, and efficient spatial distribution. For this reason, well-designed classrooms that make efficient use of their time are prerequisites for high academic success.

Given the increasing enrolment in primary schools in Lagos state, the application of GUR at this level of education becomes a matter of necessity to critical stakeholders especially to the teachers and Heads of schools. Thus, while well-designed classrooms are essential for pupils' academic achievement, the issue of time and spatial planning can be said to be prerequisites as well in this regard.

Although, a lot of research has been done on Nigeria's educational system, in the areas of facility management and utilisation rates and teacher quality particularly at the secondary school level, there doesn't seem to be as much research done on global utilisation generally, and in particular, at the primary education level. This is a better and more scientific way of looking at the effectiveness and efficiency levels in educational institutions, especially in relation to academic achievement.

### **Purpose of the Study**

The aims of this study are as follows, to;

- i. investigate the relationship between global utilisation rate and Lagos State primary school pupils' academic achievement, Nigeria;
- ii. determine the relationship between school management tactics and Lagos State primary school pupils' academic achievement, Nigeria;
- iii. establish the moderating influence of school management tactics on the relationship between global utilisation rate and Lagos State primary school pupils' academic achievement, Nigeria.

### **Hypotheses**

- H<sub>01</sub>:** There is no significant relationship between global utilisation rate and Lagos State primary school pupils' academic achievement, Nigeria.
- H<sub>02</sub>:** There is no significant relationship between school management tactics and Lagos State primary school pupils' academic achievement, Nigeria.
- H<sub>03</sub>:** There is no significant moderating influence of school management tactics on the relationship between global utilisation rate and Lagos State primary school pupils' academic achievement, Nigeria.

However, the theoretical anchorage for this study was the Education Production Function (EPF). The cost-benefit approach to planning education, or the Education Production Function (EPF)



theory adapted from Dreeben and Thomas (1980), is a theory that the study is based on for a deeper understanding. The notion holds that education is a process of producing educated people through the use of limited human, financial, and material resources. Planning and operations in education can benefit from the use of economic concepts from production theory, since such resources have multiple uses. Therefore, efficiency should be actively sought after when allocating resources at the macro and micro levels in order to support the goals of education investment and consumption maximization.

According to the EPF theory, the community, schools, families, and students all play a major role in providing inputs to the educational process that determine the final results of education. It is most likely that different school inputs will affect different school outputs. Since different teacher inputs affect pupils' academic achievement during the teaching and learning process, the hypothesis is deemed relevant. The degree to which teachers make use of the teaching-learning time and space, pupils assessment techniques, classroom management techniques, and learner-centered teaching techniques are examples of teacher inputs in this situation. The following is the EPF the study will adopt:

$$PAA = \alpha_0 + \beta_1 GUR + \beta_2 SM + GUR * SM + e_i, \text{ i.e } PAA = f(GUR, SM)$$

Where PAA = pupils' academic achievement

GUR = global utilisation rate

SM = school management tactics and

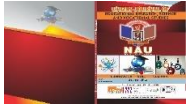
$e_i$  = stochastic variable

The function shows how teacher inputs and pupils' academic accomplishment are related. A teacher is considered effective when pupils' academic achievement improves without requiring more resources.

## Methodology

Both correlational and descriptive research designs were found suitable for the study. This is because, the study examined the nature of relationship between global utilisation rate, school management tactics and Lagos State primary school pupils' academic achievement. The study, also made a description of the existing moderating influence of school management tactics on the relationship between global utilisation rate and Lagos State primary school pupils' academic achievement. The population of the study consisted of all the 1020 public primary schools, their teachers and pupils in Lagos State, Nigeria. There are 9,854 teachers and 303,028 pupils in Lagos state public primary schools spread across the 20 Local Government Education Authorities in Lagos state as at 2024 (Lagos State Universal Basic Education Board, 2024).

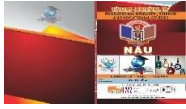
Using a multi-stage sampling technique (stratified, purposive, simple and proportionate), the sample of the study consisted of 60 primary schools from the urban centre with 300 teachers (5 teachers from each school) while the rural area made up of 40 primary schools, 200 teachers (5 from each school also). Using primary six pupils, primary six being in the final year or terminal



class and due to the level of their exposure to the utilisation of teaching space and the time for using the available teaching spaces in their respective schools, five pupils were selected from each school. Thus, a total number of 500 pupils randomly selected from the entire 13 Local Government Education Authorities that made up the urban and seven that made up the rural areas which simple random sampling technique was used. In total, the sample size of this study was made up of 500 teachers and 500 pupils respectively.

A self-designed instruments titled “School Management Tactics Questionnaire for Teachers and School Management Tactics Questionnaire for Pupils” and tagged SMTQT and SMTQP respectively were part of the instruments used for the study. The questionnaires consisted of two sections: A and B. Section A contains items on personal information of the respondents who in this case are teaching staff and pupils. Section B contains 18 and 15 items respectively on the use of time for teaching-learning purposes at public primary schools in Lagos State. The aim of these questionnaires was to solicit information from the respondents on school management tactics at their various schools. A Four-point Likert-scale response type of Very True (VT); True (T); Untrue (U) and Very Untrue (VU) was used. Also, four different Records Observation Formats I, II, III and IV were used to collect data from the selected primary schools for the study. Records Observation Format I was used to collect number of registered pupils for the stipulated academic years which represents class size; Format II for Primary Six Pupils promotional examination results of 2014/2015 to 2023/2024 academic sessions, which represents pupils’ academic achievement; Format III contains items on the designed capacity of the teaching spaces which was used to collect information on theoretical capacity of the room (that is, average number of seats in the classroom); and IV was used to collect information on theoretical number of hours (that is, the official number of hours in which a classroom is put into use). Cronbach’s Alpha coefficient analysis was used to determine the reliability of these School Management Tactics Questionnaire for Teachers (SMTQT) and School Management Tactics Questionnaire for Pupils (SMTQP). The coefficients obtained were 0.84 and 0.79 respectively.

Pearson's correlation and multiple regression analyses were the inferential statistics employed. To test Hypotheses I and II, Pearson's Correlation was used, and for hypothesis III, regression analysis was employed all with the use of the Statistical Package for Social Sciences (SPSS) 26.0 version at the 0.05 level of significance.



**Results and Discussion**

**Hypothesis One:** There is no significant relationship between global utilisation rate and Lagos State primary school pupils’ academic achievement, Nigeria.

**Table 1: Pearson’s Product-Moment Correlation analysis of global utilisation rate and pupils’ academic achievement in public primary schools in Lagos State, Nigeria**

Variables	N	Mean	SD	r	Sig.	Remark
Global utilisation rate	50	1.24	0.66	0.142	0.324	Not Significant
Pupils’ academic achievement		85.701	54.52			

The result of the test performed indicates that there is a very weak, positive and non-significant relationship between global utilisation rate and Lagos State primary school pupils’ academic achievement, Nigeria ( $r = 0.142, \rho > 0.05$ ). The implication of this is that global utilisation rate positively influences pupils’ academic achievement in public primary schools to a very low extent and does not statistically significant. The null hypothesis is not rejected, hence, there is no significant relationship between global utilisation rate and Lagos State primary school pupils’ academic achievement, Nigeria. This result gives the impression that both the heads and teachers, and the pupils may not need the proper use of time and space before they can be effective in their various academic works. The finding of the study is in agreement with that of Akinyemi and Gbenu (2020) who found a negative negligible and insignificant relationship between global utilisation rate and students’ academic performance in public tertiary institutions in Lagos State. However, the study by Gbenu, Akinyemi and Lawal (2020) also found that there is no significant relationship between space utilisation rate and students’ academic performance in public tertiary institutions. The authors concluded that both time utilisation rate and space utilisation rate are not a notable determinant of students’ academic performance in public tertiary institutions in Lagos State, Nigeria which corroborated the finding of this study.

**Hypothesis Two:** There is no significant relationship between school management tactics and Lagos State primary school pupils’ academic achievement, Nigeria.

**Table 2: Pearson’s Product-Moment Correlation analysis of school management tactics and Lagos State primary school pupils’ academic achievement, Nigeria**

Variables	N	Mean	SD	r	Sig.	Remark
School management tactics	968	42.60	8.54	0.367	0.009	Significant
Pupils’ academic achievement	50	85.70	54.52			

The result of the Pearson’s correlation performed indicates that there is a positive, weak and significant relationship between school management tactics and Lagos State primary school pupils’ academic achievement, Nigeria ( $r = 0.367, \rho < 0.05$ ). The implication of this is that there is a



positive influence of school management tactics on Lagos State primary school pupils' academic achievement, Nigeria. This means that higher the school management tactics in public primary schools in Lagos State, Nigeria, the higher the pupils' academic achievement. Hence, the null hypothesis which states that there is no significant relationship between school management tactics and Lagos State primary school pupils' academic achievement, Nigeria is hereby rejected. School management tactics is a description of efficient utilisation and recognition of time and spatial planning in school activities which shows how prudent schools (teachers and authorities) are in handling challenges in schools given the inelastic nature of time. The finding of this study is in line with that of Adebayo (2015) who found a significant relationship between school management tactics and students' academic performance in higher institutions in Ekiti State. The result is also supported by the findings of Hamzah, Lucky and Joarder (2014) who indicated that there is a significant and positive relationship between school management tactics and students' academic performance. The finding of this study also agrees with that of Sevil and Necati (2011) who indicated a significant and positive relationship between time planning and time consumers and the academic achievement of the students; there was a low and positive relationship between time consumers and academic achievement; there was a meaningful and moderate relationship between school management tactics and academic achievement. Meanwhile, this finding disagrees with that of Swart, Lombard and Jager (2010) who found that no statistically significant relationship exists between school management tactics skills and the academic achievement of African engineering students. Although, Chandi, Ndiritu, Kidombo, Mbwesa and Keiyoro (2013) indicated a strong relationship between school management tactics and students' academic performance. This finding indicates that whether a public primary schools in Lagos State has the efficient time use of the allotted time in engaging the pupils for teaching and learning or not the pupils still engage themselves learning and hence produce good academic achievement.

**Hypothesis Three:** There is no significant moderating influence of school management tactics on the relationship between global utilisation rate and Lagos State primary school pupils' academic achievement, Nigeria.

**Table 3: Summary of Hierarchical Multiple Regression analysis of moderating influence of school management tactics on the relationship between global utilisation rate and Lagos State primary school pupils' academic achievement, Nigeria**

Model	R	R Square	Adjusted R Square	Std. Error of Estimate	Change of the R Square	Change of F	df1	df2	Sig. Change	F
1	.382 <sup>a</sup>	.146	.110	51.44163	.146	4.025	2	47	.024	
2	.383 <sup>b</sup>	.147	.091	51.98486	.000	.023	1	46	.880	

a. Predictors: (Constant), School management tactics, Global utilisation rate

b. Predictors: (Constant), School management tactics, Global utilisation rate, SMTxGUR



**ANOVA of Hierarchical Multiple Linear Regression Analysis**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	21304.029	2	10652.014	4.025	.024 <sup>b</sup>
	Residual	124373.354	47	2646.242		
	Total	145677.382	49			
2	Regression	21365.793	3	7121.931	2.635	.061 <sup>c</sup>
	Residual	124311.590	46	2702.426		
	Total	145677.382	49			

a. Dependent Variable: Academic\_achievement

b. Predictors: (Constant), School management tactics, Global utilisation rate

c. Predictors: (Constant), School management tactics, Global utilisation rate, SMTxGUR

**Coefficients of Hierarchical Multiple Linear Regression Analysis**

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	-66.167	54.408		-1.216	.230
	Global utilisation rate	8.913	11.248	.107	.792	.432
	School management tactics	3.980	1.511	.357	2.633	.011
2	(Constant)	-47.998	132.162		-.363	.718
	Global utilisation rate	-6.907	105.256	-.083	-.066	.948
	School management tactics	3.481	3.640	.312	.956	.344
	SMTxGUR	.433	2.863	.201	.151	.880

a. Dependent Variable: Academic achievement

**Excluded Variables**

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics Tolerance
1	TM_GUR	.201 <sup>b</sup>	.151	.880	.022	.010

a. Dependent Variable: Academic achievement

b. Predictors in the Model: (Constant), School management tactics, Global utilisation rate

In the first step (model 1), the influence of global utilisation rate and school management tactics were evaluated. The findings reveal that global utilisation rate ( $\beta = .107, t = .792, \rho > 0.05$ ) did not have statistically significant influence on Lagos State primary school pupils' academic achievement, Nigeria, while school management tactics ( $\beta = .357, t = 2.633, \rho < 0.05$ ) had statistically significant influence on pupils' academic achievement accounting for 14.6 percent ( $R^2 = .146, F = 4.025, \rho < 0.05$ ). This implies that a unit change in global utilisation rate leads to 0.107 positive change (increase) in pupils' academic achievement in public primary schools in Lagos state, Nigeria and a unit change in school management tactics will lead to 0.357 change (increase) in pupils' academic achievement in public primary schools in Lagos state, Nigeria. The  $R^2$  change



is 0.146 and  $F$  change of 4.025 with  $p < 0.05$ . This implies that the model is valid and stable for predicting pupils' academic achievement.

In the second step (model 2), an interaction term was introduced in the equation and its significance was evaluated while controlling for the independent variable. The interaction term was computed as the product of the standardized score of school management tactics and global utilisation rate. The influence of the interaction term was not statistically significant ( $\beta = .201, t = .151, p > 0.05$ ). The result indicates that the  $R^2$  change was positive ( $\Delta R^2 = .000$ ) but not statistically significant ( $p > 0.05$ ). This was also represented by  $F$  change from 4.025 to 0.023 but was not significant with a  $p$ -value of 0.880. The significant interaction of school management tactics indicates that school management tactics did not moderate the relationship between global utilisation rate and pupils' academic achievement. However, the influence of the interaction term was positive implying that the interaction of the variables resulted in a positive change in pupils' academic achievement in public primary schools in Lagos state, Nigeria. Furthermore, upon moderation, global utilisation rate ( $\beta = -0.083, t = -0.066, p > 0.05$ ) did not have significant influence on pupils' academic achievement. The findings also show that global utilisation rate affects pupils' academic achievement negatively. The established structure of the relationship is presented in the following equation:

$$PAA = - 47.998 - 0.083GUR + 0.312SMT + 0.201TM \times GUR$$

Where: PAA = Students' Academic Performance

TM = School management tactics

GUR = Global Utilisation Rate

The model showed that school management tactics has no statistically significant moderating influence on the relationship between global utilisation rate and Lagos state primary school pupils' academic achievement, Nigeria. Based on this finding, the null hypothesis that states that there is no significant moderating influence of school management tactics on the relationship between global utilisation rate and Lagos state primary school pupils' academic achievement, Nigeria is not rejected. The study's finding is consonance with that of Akinyemi and Lawal (2020) who found that time management has no statistically significant moderating effect on the relationship between class size, global utilisation rate, and students' academic performance in public tertiary institutions in Lagos State.

## Conclusion

It can be concluded that the relationship between global utilisation rate and Lagos state primary school pupils' academic achievement, Nigeria is not moderated or influenced by school management tactics. It can also be concluded from the study that the school management tactics in Lagos state primary schools is an important determinant of pupils' academic achievement. Meanwhile, it can be concluded that global utilisation rate does not make a significant determinant of the academic achievement of pupils in Lagos state primary schools, Nigeria.



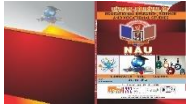
### Recommendations

In the light of these conclusions, the following suggestions are proffered;

- i. The administrators of the primary schools, through the quality assurance control, should ensure that teachers and pupils manage the stipulated lesson hours on the timetable for effective teaching and learning. This would eliminate or reduce instructional time loss on the part of teachers and pupils.
- ii. Orientation programmes on school management tactics practice should be organised for teachers and pupils as this would show the way not only to achieving a high level of academic achievement, but to good physical condition, lower levels of stress and increased awareness about school management tactics among teachers and pupils.
- iii. Management of schools should also ensure that a pupil in a discussion group, or classroom is not at a distance greater than seven meters (3m) from the teacher in the absence of audio-visual teaching aid.

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