

**TEACHER CLASSROOM MANAGEMENT SKILLS AND ACADEMIC
PERFORMANCE OF PRIMARY SCHOOL PUPILS IN OYO STATE, NIGERIA**

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Abstract

This study investigated the influence of teacher classroom management skills on academic performance of pupils in public and private primary schools in Ibadan North Local Government Area of Oyo State. The study identified some instructional supervision variables such as; how each of these variables influence academic performance of primary school pupils in the LGA. A descriptive survey research design was adopted for the study and the multi-stage sampling technique was used to select the sample for the study. A total of 200 respondents were purposively selected from both public and private primary schools in the area. The instrument used was questionnaire tagged "Influence of Teacher Classroom Management Skills on Pupil's Academic Performance Questionnaire (ITCMSPAPQ)". Six research questions and six hypotheses were formulated. A total of 200 questionnaires were administered and retrieved. The data collected was analysed using frequency table, percentages, and Pearson's Product Moment Correlation Co-efficient. The finding of the study showed that there is positive but low relationship ($r=0.573$; $p>0.05$) between teacher classroom management skills and academic performance. Based on the findings, recommendation was made that all universities that offer in-service programs for primary school teachers should lay more emphasis on 'Classroom Management' as a module (course) to empower qualified

teachers with better classroom management skills for improved pupil's academic performance.

Introduction

A major index for measuring success in an educational institution is academic performance. As career competition grows ever fiercer in the working world, it has become important for students to do well in school and this has become a matter of interest to parents, legislators, and government education departments alike. Parents care about their child's academic performance because they believe good academic performance will provide much career choices and job security. Schools, though invested in fostering good academic habits are often influenced by concerns about the school's reputation which hinges on the overall academic performance of the school. Poor academic performance is a performance that is adjudged by the examiner and some other educational stakeholders as falling below an expected standard.

Aremu, (2000) noted that several years of research have documented that, primary and secondary school students in Nigeria experience academic problems that are manifested in the form of poor academic performance. Adesemowo, (2005) observed poor academic performance in school subjects especially mathematics and English language among primary and secondary school students. An analysis of the result of Common Entrance examination conducted for the primary school graduating pupils that proceeded into the state junior secondary school in Oyo State, Nigeria in 2009 reveals that the cut-off mark out of the total of 100% in the five urban Local Government Areas of Ibadan metropolis was 40%. Pupils who scored below but close to the cut-off point had been found to be admitted into some Junior Secondary School in exceptional circumstances. While in all other 28 Local Governments Areas the cut-off mark was 30%. These cut-off points were being determined by the extent to which pupils passed the examination. This analysis further shows that 103,188 pupils applied for the exam, 102,689 pupils eventually sat for the exam, 499 pupils were absent; 101506 pupils passed the exam and were qualified while 1,183 pupils did not meet the cut-off points in their respective local government areas (TESCOM 2009). Any nation wherein the pupils' academic performance and educational attainment is low at the

primary school level is much likely to face a potential threat of intellectual backwardness. As the pupils' literacy and numeracy performances drop, the situation could however lead to difficulties in coping with the demands of further formal education and might consequently result into the pupils dropping out of school. This eventually will increase the size of illiterate population in the nation with a negative multiplier effect of increase in the percentage of unskilled and semiskilled labour force.

Primary education in Nigeria as in other countries of the world is regarded as the foundation of the formal education structure. The main objectives of this level as contained in the National Policy on Education are: inculcation of permanent literacy and numeracy and ability to communicate effectively; the laying of sound basis for scientific and reflective thinking; citizenship education as a basis for effective participation in and contribution to the life of the society; character and moral training and development of sound attitudes; developing in the child the ability to adapt to his changing environment; giving the child the opportunities for developing manipulative skills that will enable him to function effectively in the society within the limits of his capacity and providing basic tool for further educational advancement including preparation for trades and crafts of the locality (Federal Republic of Nigeria, 2004). The role of primary education is to lay the foundation for further education and if a good foundation is laid at this level, there is likely to be no problem at subsequent levels. However, if the foundation laid at the primary level is weak, the whole system, i.e., primary, secondary and tertiary will have problems.

The ability to manage, lead and supervise students during the learning process has been shown to be an indispensable component of effective teaching and learning, more so in Sub-Saharan Africa where the challenge of overcrowded classrooms hinders effective teacher instruction in the classroom Ridwan (2012). For the classroom to serve its purpose, the teacher must be able to establish order. A teacher's ability to use good classroom management skills seems to influence student's attitude to learning and the academic outcomes of students. It appears that students' score better academically with teachers who are skilled at using classroom management techniques. Teachers who are interested in fostering and promoting effective classroom learning cannot ignore the classroom behaviour of their students. They work

towards ensuring learner acquire important habits that will help them cope with learning events.

Disruptive behaviours are wrong behaviours that interfere with the academic and administrative activities of a school. The following are the disruptive behaviours commonly identified by teachers; bullying, hitting, name calling, sleeping in class, prolonged, chatting, excessive lateness, and unexcused exit from class, verbal or physical threat to a student or teacher, eating in the class Oyinloye (2010). These disruptive behaviours may persistently or grossly interfere with the academic learning of the school making it difficult for both the learners and teachers to function effectively and efficiently. Learners who are disruptive have been observed not only to cause a lot of problems to their classmates and teachers but are most affected both socially and educationally Adeyemo (2012). A number of factors have been suggested as being responsible for disruptive behaviour in the classroom. Disruptive behaviour could be caused by; the teacher, the child, school/ classroom environment. The physical and psychological environment of the school may be such that do not promote orderly behaviour. Schools that are too large, impersonal, competitive, lack rules and regulations, and meaningful curriculum may create conditions not conducive for learning. Teacher's levels of intelligence, subject matter mastery and professional competence may determine the relationship with students so also, success in behaviour may be influenced by the learners' psychological disposition.

In Nigerian primary and secondary schools (especially public), the most common problems as reported by teachers are those that relate with behaviour management in the classroom Asikhia (2010). Sometimes in an attempt to maintain order in the classroom, teachers can make the problem worse and this could be disadvantageous to learners as it could make them; lost interest in the subject thereby, affecting the academic performance of such a child in the particular subject. This indicate that teachers should have a good knowledge of classroom management skills and should be able to apply it appropriately. Different people at different times have passed the blame of poor performance of primary school pupils to their low retention, parental factors, association with wrong peers, low achievement motivation, inadequate supervision of instruction, ineffective teacher classroom management skills, and several others.

Morakinyo (2003) in Asikhia (2010) believed that the low level of academic achievement is attributable to teacher's non-use of verbal reinforcement strategy. Others found out that the attitude of some teachers to their job which is reflected in their poor attendance to lessons, lateness to school, unsavoury comments about student's performance that could damage their ego, poor method of teaching ineffective management of classroom environment and the likes affect pupils' academic performance. However, Oyinloye (2010) maintains that teacher's ability to organise classroom and manage his pupils' behaviour is critical to achieving positive educational outcomes. The question therefore is this: is there really a difference between the academic performance of pupils in public and private primary schools? What is the cause of the difference (if any) between the academic performance of public and private primary school pupils? Is the fault entirely that of teachers, pupils, and school or classroom environment? The purpose of this study is therefore to examine the level of pupils' academic performance and the relationship between the academic performance of private and public primary schools. Teacher Classroom Management Skills would play an important role in this scenario.

Statement of the Problem

It appears there is a very high level of educational decadence in public schools which is compelling many parents to crave for private schools where they believe the quality of education will be higher than that of the public schools. Educational consumers are getting more conscious of the type and quality of knowledge being provided for them. Moreover, the dismal performances of pupils in both internal and external examinations have given cause for concern. Informal discussions among people in the community and related research findings suggest that poor pupil performance in primary schools in part, is the result of ineffective application of classroom management skills during instructional delivery process. Private primary school pupils in Ibadan may be performing well as compared to their counterpart public school pupils. The difference in academic performance between private and public primary schools (if any) has therefore placed classroom management skills of teachers in public primary schools in doubt.

Objective of the Study

The main objective of this study is to determine the influence of teacher classroom management skills on pupils' academic performance.

Research Question

The following question will be answered during this study;

- i. To what extent will teacher classroom managerial skills influence pupils' academic performance?

Hypotheses

H01: There is no significant relationship between teacher classroom management skills and pupils' academic performance.

H02: There is no significant relationship between academic performance of pupils and public primary schools and those in private primary schools.

Review of Related Literature**Teacher Classroom Management Skills and Disruptive Behaviours**

The classroom is the immediate management environment for formal knowledge acquisition. It is made up of the teacher, the learners, learning equipment and the environment. Kimberly (2001) in Adeyemo (2012) stated the five characteristics of a classroom as security, open communication, mutual liking, shared goals and connectedness. Classroom management is the term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behaviour by students. The term also implies the prevention of disruptive behaviour, providing each student with multiple opportunities to respond and participate during instruction, actively engaging students in observable ways (e.g., writing, verbalizing), and actively supervising the classroom (e.g., moving, scanning) during instruction. According to Amaewhule (2005) cited in Okendu (2012), the way a teacher manages his class is often seen as an index of his teaching effectiveness. Better learning attitude among students is one effect of good classroom management (Adeyemo 2012). Students show less disruptive behaviour in classrooms that are effectively managed. Teachers' efforts to discipline misconduct, set clear classroom rules and

develop good relationships with their pupils which leads to a decrease in disruptive behaviours and increased positive student attitude to learning. A teacher's ability to organise classroom and manage his pupils' behaviour is critical to achieving positive educational outcomes Oyinloye (2010). Although sound behaviour management may not guarantee effective instruction, it establishes the environmental context that makes good instruction possible. Reciprocally, highly effective instruction may reduce but may not eliminate classroom behaviour problems.

Marzano (2003) observed that teacher meet daily with a broad section of pupils. In general, 12-22% of all pupils in school suffer from mental, emotional, or behavioural disorders, and relatively few mental health services. The Association of School Counsellors noted that 18% of pupils have special needs and require extraordinary interventions and treatments that go beyond the typical resources available in a classroom. Sutherland and Wehby (2001) found that when teachers adopt classroom skill that actively engage and provide pupils with opportunities to respond to academic task, pupils are less disruptive and demonstrate improved academic performance. In a study reviewing 11,000 pieces of research that spanned fifty years, three researchers determined that there are twenty-eight factors that influence student learning and this have been ranked in order. The most important factor governing pupil's learning is classroom management Marzano (2003).

Teacher Classroom Management Skills and Academic Performance

Atanda (2009) posited that a school with a competent administrator may fail if majority of the teachers are mediocre or novice in classroom management. To him, the activity that takes place in the classrooms goes a long way in advertising a school. A positive change in learners' behaviour, take its roots from inculcation of right type of attitudes for the acquisition of skills in the classroom. Research has shown that the classroom management has the largest effect on pupil's achievement (Marzano 2003). His findings has shown that teacher who had high-quality relationships with their pupils had fewer discipline problems and recorded high academic performance. He therefore maintains that the quality of teacher-pupil relationship is the keystone for all other aspect of classroom management. Brooks (2007) examined The Effect

of Classroom Management Techniques on the Motivation and Success of the Gifted Learner in Norfolk, Virginia. The purpose of the research was to determine if classroom management techniques such as organization and structure will motivate the unmotivated gifted learner and create more success in the gifted classroom. Four research questions and four null hypotheses were posed to guide the study. The study employed instrumental sampling design that was an adaptation of classroom management techniques and routines differently in two classes. The students constituted the sample were 43 eighth grade students in public school who have been identified as talented and gifted among their colleagues. Quantitative and qualitative means of data collection were employed. The research questions were answered with mean and bar charts while the hypothesis was tested with PPMC. There was a positive correlation between students who are organized and turning in assignments on time. Similarly, there was a negative correlation between the level of motivation a student had to make good grades in school and if the student often loses assignments, turns in assignments late, or forgets due dates. The more motivated a student is the more successful they will be in their academic career; the less likely they will be to turn in assignments late. Having a strong motivation to succeed encourages students to be more aware of their grades, thus having the knowledge that turning in assignments or losing assignments will not benefit their grades. A final relationship that showed a significant correlation was the link between a child who is motivated to make good grades and the belief that students in the talented and gifted program are generally more motivated than those students in the regular education classroom.

On the contrary, Wenglinsky (2001) carried out qualitative research on teacher classroom arrangement and student performance in New Jersey. The study employed qualitative method to study the link between student academic achievement and teacher classroom arrangement, as well as other aspects of teaching, such as the professional development teachers receive in support of their classroom arrangement and the more traditional teacher background characteristics, referred to here as teacher inputs. In the study, the first hypothesis is that, of these aspects of teacher quality, classroom practices will have the greatest impact on student academic performance, professional development the next greatest, and teacher

inputs the least. Second, it is hypothesized that teacher quality is as strongly related to student academic performance as student background characteristics for this study, data on the 7,146 eighth-graders who took the 1996 mathematics assessment were analysed. Eighth-graders are used for this analysis because they are exposed to a wider range of subject matter than fourth-graders, and teacher questionnaires were not available for twelfth-graders. Student performance is measured from test scores on the assessment. OLS regression techniques and Multilevel Structural Equation Modeling (MSEM) were used for analysing hypotheses. The study confirmed the hypotheses regarding the impact of teaching on student learning, the study uncovers important interrelationships among the aspects of teaching. For one, professional development seems to influence teacher's classroom practices strongly and student performance.

Idu (2012) posited that if a teacher does not possess classroom management skills, such teacher may lack control and order that will enhance teaching/learning process. To this end, it seems the goals and objectives of quality education may not be achieved in the school system without efficacious classroom management. Marzano observed that teacher meet daily with a broad section of pupils. In general, 12-22% of all pupils in school suffer from mental, emotional, or behavioural disorders, and relatively few mental health services. The Association of School Counsellors noted that 18% of pupils have special needs and require extraordinary interventions and treatments that go beyond the typical resources available in a classroom. behaviour (Sutherland, Alder & Gunter, 2003). Sutherland et al (2003) found that when teachers adopt classroom skill that actively engage and provide pupils with opportunities to respond to academic task, pupils are less disruptive and demonstrate improved academic performance.

Methodology

Descriptive survey research design was used to carry out this research. Data was collected through samples and generalization was made on the whole population.

Study Population and Sample

The population of the study comprises all 5,196 teachers in the private primary schools and 1,356 teachers in the public primary schools as

well as all pupils in both public and private primary schools in Ibadan North Local Governments Area of Oyo state. The sampling technique that was adopted for this study was Multi stage Sampling Technique. Stratified random sampling technique was used to split the schools into two groups namely private and public schools. Purposive sampling technique was used to select 10 public primary schools and 10 teachers each as well as 10 private primary schools and 10 teachers each from the LGA to make a total of 20 schools and 200 teachers. This is because the population is large and due to human resource, time, and money constraint. The researcher purposively selected primary six pupils' common entrance result from both sampled public and private schools because primary 6 pupils have had longer years of teaching learning experience in the school. The result was used to measure pupils' performance.

Research Instrument

The main instrument for the study was a self-designed questionnaire on Influence of Instructional Supervision on Pupils Academic Performance. Primary six pupils' common entrance result will be used to measure pupils' performance.

Method of Data Analysis

The data collected was analysed using percentage and frequency distribution table Pearson Product Moment Correlation Coefficient.

Results

The research question is answered below;

Research Question 1: To what extent will teacher classroom managerial skills influence pupils' academic performance?

Table 1: Assessing classroom management skills and academic performance.

S/N	ITEMS	SA	A	D	SD	\bar{X}	S.D
1.	I coordinate pupils well in classroom when teaching	70 (35%)	90 (45%)	20 (10%)	20 (10%)	3.07	.919
2.	I get passive pupils involved when teaching	42 (21%)	88 (44%)	42 (21%)	28 (14%)	2.72	.955
3.	I adopt necessary techniques in handling disruptive pupils when teaching	90 (45%)	80 (40%)	26 (13%)	4 (2%)	1.72	.768
4.	I understand the importance of maintaining order while teaching	42 (21%)	98 (49%)	34 (17%)	26 (13%)	2.41	

Source: Field Survey, November, 2014.

In the Table above, 35% strongly agreed, 45% agreed, 10% disagreed and 10% strongly disagreed that they coordinate pupils well in classroom when teaching. In items 22, 21% strongly agreed, 44% agreed, 21% disagreed and 14% strongly disagreed that they get passive pupils involved when teaching. 45% strongly agreed, 40% strongly disagreed, 13% disagreed and 2% disagreed that they adopt necessary techniques in handling disruptive pupils. In item 25, 21% strongly agreed, 49% agreed, 17% disagreed and 13% strongly disagreed that they understand the importance of maintaining order while teaching. This implies that teachers in the selected schools possess and regularly apply teacher's classroom managerial skills for better pupil's academic performance.

Test of Hypotheses

H01: There is no significant relationship between assessing teacher classroom management skills and pupil's academic performance.

Table 2 showing the relationship between Classroom Management and Academic Performance

Variable	Means	Std. Dev	N	DF	r	Sig
Teacher Classroom Management Skills	30.9221	5.90666	197	195	0.066	0.573
Academic Performance	5.2147	1.08146	197			

Significant at $p > 0.05$

The table above shows that there is positive but low relationship ($r = 0.573$; $P > 0.05$) between teacher classroom management skills and academic performance of pupils in selected public and private schools in Oyo State. Therefore, the null hypothesis is accepted while the alternative hypothesis is rejected

Ho2: There is no significant relationship between academic performance of pupils in private schools and academic performance of pupils in public schools.

Table 3: Academic Performance of pupils in private schools and academic performance of pupils in public schools

Variables	Means	Std. Dev.	N	N	r	Sig
Private primary school pupils' academic performance	2.83	0.815	197	195	0.026	0.513

Public primary school pupils academic performance	2.38	0.682
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** . Correlation is significant at the 0.05 level

The table above shows that there is significant positive but low relationship ($r = 0.513$; $P > 0.5$) between academic performance of pupils in private schools and academic performance of pupils in public schools.

Discussion of Findings

It was revealed in the findings that there is low positive significant relationship between teacher classroom management skills and academic performance of pupils, this indicates that the teachers apply some degree of classroom management skills in the selected public and private primary schools. This supports the findings of Marzano (2003) that the quality of teacher-pupil relationship is the keystone for all other aspect of classroom management. The findings equally agrees with that of Sutherland and Wehby (2001) who found that when teachers adopt classroom skill that actively engage and provide pupils with opportunities to respond to academic task, pupils are less disruptive and demonstrate improved academic performance. To this end, one can conclude that teacher classroom management skills is an important factor that helps pupils actively respond or participate in classroom activities thereby promoting increased level of assimilation which aids academic performance.

The findings also revealed that there is significant positive but low relationship between academic performance of pupils in private schools and academic performance of pupils in public schools. This is contrary to that of Afolabi (2009) who revealed that students who had private school background outperformed their counterparts who attended public primary schools in English and Mathematics.

Conclusion and Recommendations

Based on the findings of this study, teacher classroom management skill is one of the major skills that aids learning and thereby contributes

to positive academic performance. Therefore, it is recommended that all universities that offer in-service programs for primary school teachers should lay more emphasis on 'Classroom Management' as a module (course) to empower qualified teachers with better classroom management skills for improved pupil's academic performance.

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