

## PERCEIVED INFLUENCE OF CLASSROOM MANAGEMENT APPROACHES OF TEACHERS ON ACADEMIC PERFORMANCE OF PRIMARY SCHOOL PUPILS IN KOSOFE LGA, LAGOS STATE

By

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### Abstract

*This study investigates the perceived influence of classroom management approaches of teachers on academic performance of primary school pupils, in Kosofe LGA, Lagos State. The study adopted a descriptive survey design. Two research questions and two hypotheses were formulated and tested for this study. The population of the study consists of all the teachers and pupils of primary schools in Kosofe LGA of Lagos State, giving a total of 5160: (teacher, 600 and pupils, 4560). The sample for the study comprised 330 respondents, randomly selected from four (4) co-educational schools in Lagos' Kosofe LGA. The instrument used for data collection was a structured questionnaire by the researchers titled 'Classroom Management Approaches of Teachers and Pupils Academic Performance Questionnaire (CMATAPPQ). A proforma was also used to collect pupil's scores on general studies, a subject offered by all primary six pupils. The CMATAPPQ was validated by experts in management and measurement and evaluation all from, Alvan Ikoku Federal College of Education Owerri. To test the reliability of the instrument (CMATAPPQ) test-retest method of an interval of two weeks was adopted among primary school pupils and teachers who were not involved in the real study from Oshodi. The two scores were correlated using Cronbachs Alpha Statistics and a reliability coefficient of 0.72 was obtained. The hypotheses were tested using Pearson's Product Moment Correlation Statistics. The first hypothesis was rejected. This revealed a positive relationship between effective communication and pupil's academic performance( $r=0.628$  at  $p=0.00 < \alpha (0.01)$ ). The second hypothesis was also rejected; implying that teacher's methodology has strong relationship with pupil's academic performance( $r=0.799$  at  $P = 0.000, \alpha(0.0)$ ) Hence it was recommended among others that classroom management is an effective strategy for improving academic performance of pupil's in primary schools and that mathematics teachers needed to be trained and developed on this strategy to enhance teacher learning process.*

**Keywords:** Classroom Management Approaches, Communication Skills, Teaching Methods Academic Performance.

### Introduction

There is no human endeavor that does not need effective management to work properly. To function properly, all forms of organizations, including government organizations,

businesses, hospitals, schools, cooperatives, and churches, require good administration. When it comes to effective teaching and learning, it is important to create a conducive learning environment that is safe and motivating to the learners. Thus, the teacher has the responsibility of creating such an enabling learning environment which is independent of his ability to maintain control. Hence, management is seen as one of the most crucial activities in the learning process.

The concept of Management can be described as getting things done with the help of others. It entails the coordination of all human and material resources through the planning, organizing, directing, and controlling processes in order to achieve organizational goals (Indeed Editorial Team, 2022). As a result, teachers must master the process of learning and understand how to properly organize classroom activities in order to ensure a seamless teaching and learning process.

Classroom management refers to various skills and techniques used by the teacher to keep his class organized, orderly, focused, attentive and academically productive. This is achieved when a teacher has full control over her classroom through a set of procedures and processes that promote positive pupils' conduct (Anusiem, Okwara-Kalu, Osuala & Ipem 2019). Classroom management is crucial to teaching and has a direct impact on both pupils' learning outcomes and their personal well-being. Effective classroom management results in a healthy learning environment and engages learners to learn. It also involves organization of non-academic chores such as checking class attendance, taking note of class progress, monitoring and managing pupil activities and conduct, and sustaining order, all of which is required for teaching and learning (Joshua, 2021).

Khalid (2019) defined classroom management as an art and a science. He further opined that administration depends on the personality of the teacher and his styles in dealing with pupils in the classroom and outside it. The management of its class takes note of its own laws and procedures. However, if proper classroom management is lacking, indiscipline will surely occur, disturbing or severely influencing teaching and learning. Poor classroom management is defined as disruptive and chaotic classrooms that lead to teacher stress and burnout, a lack of focus on teaching and a hostile learning environment, pupils who are unsure of what is expected of them, over praising of pupils for expected behaviors that leads to lowered expectations and lack of rules, routine and preparation.

Academic performance refers to a pupil's ability to remember things and communicate their understanding vocally or in writing. Academic performance also refers to how well you do on tests and exams (Cambridge University Reporter, 2003). Low academic attainment is exacerbated by inability to effectively control classroom behavior (Donovan & Cross, 2002). According to Emmer and Stough (2001), a teacher's ability to organize classrooms and regulate their pupils' behavior is crucial to obtaining effective educational outcomes. Pupils thrive in a pleasant school climate and caring environment thanks to competent classroom management. Several factors have been identified as factors that affect academic performance; they include instructional material, teachers' personality, teachers' qualification, students' interest, indiscipline and mental ability. However, for the purpose of this study, effective communication and Teaching method were implicated.

Good communication skills of teachers are the basic need of academics and success of students and professional success of life (Alamgir, Salauddin, Syed and Manzoor, 2017), Teachers' communication skill is defined as the delivery of a message with a common understanding of the context wherein the communication happens (Tsui, 2003). One of the key to a pupil's academic success is teachers' effective communication skill. Teachers with poor communication skill may cause failure of students to learn and promote their academic success. Ezezi (2020) found that speaking, listening, attitude, gestures and facial expression as

components of teachers' communication skills, influence students' academic performance to a high extent. Rosalyn (2020) noted that poor communication skill promotes poor teaching method; thus causes students comprehensive level to drop and may affect their academic progress negatively. This according Rosalyn could lead to student's lack of motivation, disliking school and seeing themselves as those that cannot make it academically.

Teachers' teaching method is another variable that is implicated in this study. According to Ganyaupfu (2013), poor academic performance by the majority students is significantly linked to application of ineffective teaching methods used by the teacher. Use of students' centered- methods, enhances active learning, interest and critical thinking among students. While teacher-centered methods, distorts effective learning and critical thinking (Isa, Mammam, Badar, Bala, 2020). Parents, educators, and individuals have all been concerned on providing functional education to pupils. As a result, a question arises: what relationship exist between primary school teachers' classroom management approach and pupils' academic performance in selected primary schools in Kosofe LGA, Lagos State?

### **Statement of the Problem**

Teaching of primary school pupils should not be done the same as teaching of secondary school students or lecturing of university students. Majority of teachers in Lagos primary schools believe that preparing daily lesson notes to teach the pupils is just the only way to ensure their academic performance. They overlook the fact that efficient classroom management combined with high-quality lesson notes would enable pupils to attain maximum learning. Teachers appear not to adequately supervise their classrooms. It seems as if most primary school teachers do not understand the essence of classroom management and control; thus they do not have much interest in motivating and reinforcing good behaviours when exhibited by their pupils; they do not encourage effective participation of pupils in the class, their teaching methods are sometimes not diversified, no cordial relationships between teachers and pupils. In most cases, they seem to under rate essence of concrete instructional material and its effective use in the classroom, Most of them have care free attitude towards classroom management and all it takes. These might be some reasons behind pupils' poor academic performance in all examinations. Despite poor performance of pupils in both internal and external school examinations, few studies have been conducted on the impact of effective classroom management approaches such as time management, effective communication skills and teaching method on pupils' academic performance in primary schools. Moreover, the few studies conducted were not carried out in Kosofe in Lagos State. Some of the studies that are related to this present study were conducted outside the country. For instance, some were carried out in uk, newyork, and washington and as such, their findings cannot be generalized to Nigeria or Lagos State. Thus the gap this study tried to fill by investigating the perceived influence of primary school teachers' classroom management approaches on pupils' academic performance in selected primary schools in Kosofe LGA, Lagos State.

### **Purpose of Study**

The main purpose of the study is to investigate the perceived influence of primary school teachers' classroom management approaches on pupils' academic performance in selected primary schools in Kosefe LGA of Lagos State. Specifically, the study tried to:

1. Find out if any significant relationship exists between the effective use of communication skills by a teacher and pupil's academic performance In some selected primary schools in Kosofe LGA, Lagos State.
2. Ascertain if any significant relationship between Teaching methods and pupils' academic performance in some primary schools in Kosofe LGA, Lagos State,

### **Research Questions**

The following Research questions guided the study.

1. Does any significant relationship exist between effective use of communication skills by a teacher and pupil's academic performance in some selected primary schools in Kosofe LGA, Lagos State?
2. Does any significant relationship exist between teaching methods and pupils' academic performance in some selected primary schools in Kosofe LGA, Lagos State?

### **Research Hypotheses**

The following null hypotheses were tested for the study.

Ho1: There is no significant relationship between the effective use of communication skills by a teacher and pupil's academic performance in some selected primary schools in Kosofe LGA, Lagos State.

Ho2: There is no significant relationship between Teaching methods and pupils' academic performance in some selected primary schools in Kosofe LGA, Lagos State,

### **Method**

The study adopted a descriptive survey design to investigate the perceived influence of effective communication skills and teaching method on pupil's academic performance. The population of the study consists of all the teachers and pupils of primary schools in Kosofe LGA of Lagos State, giving a total of 5160: (teacher, 600 and pupils, 4560). The sample for the study comprised 330 respondents, randomly selected from four (4) co-educational schools in Lagos' Kosofe LGA. The use of the random sampling techniques was justified because it gave every member of staff and pupils equal chance of being selected for the study. A total of 300 pupils and 30 teachers were sampled for the study.

### **Instrument**

Instrument used for data collection in this study was a structured questionnaire titled "Classroom Management Approaches of Teachers and Pupil's Academic Performance Questionnaire (CMATPAPQ). The questionnaire was broken down into three (3) sections. Section A contained personal information about the respondents; section 'B' contained questions that elicited responses on effective communication skills while section 'C' elicited responses on teaching methods. The second instrument was a proforma which was used to collect pupil's academic performance scores on their third term results of primary six pupils on general studies which is a general subject to all primary six pupils. The instrument (CMATAPPQ) was validated by experts in management, measurement and evaluation from Alvan Ikoku Federal College of Education Owerri. To test the reliability of the instrument, test-re-test method of an interval of two weeks was used on 10 teachers and 20 pupils from Oshodi. The two sets of tests were correlated using Cronbach alpha statistics and a reliability co-efficient index of 0.72 was obtained. This was considered adequate for the study. The data collected was statistically analyzed using Pearson's Product Moment Statistics.

### **Results**

**Ho1:** There is no significant relationship between the effective use of communication skills by the teacher and pupil's academic performance in some selected primary schools in Kosofe LGA, Lagos State.

**Table 1: Pearson's Product Moment Correlation Matrix showing relationship Between effective use of communication skills and academic performance of pupils**

|                                       |                     | Correlations                          |                                |
|---------------------------------------|---------------------|---------------------------------------|--------------------------------|
| Effective use of communication skills |                     | Effective use of communication skills | Academic Performance of Pupils |
| Academic Performance of Pupils        | Pearson Correlation | 1                                     | .628**                         |
|                                       | Sig. (2-tailed)     |                                       | .000                           |
|                                       | N                   | 30                                    | 30                             |
|                                       | Pearson Correlation | .628**                                | 1                              |
|                                       | Sig. (2-tailed)     | .000                                  |                                |
|                                       | N                   | 30                                    | 30                             |

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

Pearson's Correlation Coefficient (r) ranges between -1 to +1 and the closer the r value to +1, the stronger the relationship between the variables of study. As evident on Table 2.0, effective use of communication skills correlated strongly and significantly with academic performance of pupils at a correlation coefficient of  $r = 0.628$  at a probability (p) value =  $0.000 < \alpha (0.01)$ .

Given the above result, there is a significant relationship between the independent variable (Effective use of communication skills) and dependent variable (Academic performance of pupils) variable in this study. Hence, the null hypothesis is rejected while the alternative hypothesis is accepted with the conclusion that there is significant relationship between effective use of communication skills and academic performance of pupils

**H<sub>02</sub>:** There is no significant relationship between teacher's teaching methods and pupils' academic performance in some chosen primary schools in Kosofe LGA, Lagos State,

**Table 2: Pearson's Product Moment Correlation Statistics showing relationship between teaching method and Academic performance.**

|                      |                     | Correlations    |                      |
|----------------------|---------------------|-----------------|----------------------|
|                      |                     | Teaching Method | Academic Performance |
| Teaching Method      | Pearson Correlation | 1               | .799**               |
|                      | Sig. (2-tailed)     |                 | .000                 |
|                      | N                   | 30              | 30                   |
|                      | Pearson Correlation | .799**          | 1                    |
| Academic Performance | Sig. (2-tailed)     | .000            |                      |
|                      | N                   | 30              | 30                   |

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

When Teaching Method is correlated with Academic performance, the hypothesis is rejected at 1% level because the *P* value (0.000) is less than  $\alpha (0.01)$  this implies that a significant relationship exist between Teaching Method and Academic Performance. In addition, the rate of relationship is

strong as indicated by R-value of .799. The implication here is that a 79.9% improved teaching method will lead to a proportionate improvement in academic performance.

### **Discussion**

The finding of the study revealed a relationship between effective communication skills and pupil's academic performance. This implies that the use of effective communication skill influences academic performance of pupils. This finding is in consonance with Esezi (2020) who found that speaking, listening, attitude, gestures and facial expression as components of teachers' communication skills, influence pupils' academic performance to a high extent. Additionally, Rosalyn (2020) noted that poor communication skill leads to poor teaching method; thus causing pupils' low comprehensive level. The finding also supports Bee's (2012) conclusion that in order to teach according to pupil's capacity and competence, a teacher must use communication skills that drive pupils to engage in their learning process.

The finding of the study also shows that a significant relationship exists between teaching method and pupils' academic performance. This finding is in line with Ganyaupfu (2013), who found that poor academic performance by the majority of pupils is significantly linked to application of ineffective teaching methods used by the teacher, he added that the use of pupil's centered- methods enhances active learning, interest and critical thinking among pupils. The finding is also in line with Loss's (2000) finding that teaching methods and assessments are linked, and that pupils' learning is continuously measured during the teacher's instruction. Class involvement, demonstration, recitation, and memory, as well as mixtures of these strategies, can all help pupils improve their academic performance.

### **Conclusion**

Teachers' worries concerning classroom management are understandable, given that schools are expected to provide a safe and orderly environment, and teachers are accountable for their pupils' academic achievement. When teachers employ effective classroom management approaches, they diminish the behaviors that block learning for both individuals and groups of students, and as such boosting the behaviors that promote or increase learning. Classroom management includes everything a teacher can do to assist or improve a pupil's learning, such as behavior, a positive attitude, happy facial expressions, encouraging words, and treating pupils with respect and fairness. In this study, effective communication skills and teaching methods were highly central. As a result, the study found that effective good teaching methodology by instructors has an impact on students' academic achievement in primary schools, as behaviors that support learning improves academic achievement.

### **Recommendations**

As a result of the study's findings, the following recommendations were made:

1. Teachers should get regular subject development training in form of seminars, workshops, and in-service training conferences. This will keep teachers up to date on how to improve the academic performance of pupils in primary schools and that, teachers in all subjects needs to be trained and developed on this strategy to enhance teaching learning process.
2. Effective teaching skills and teaching method approaches should be adopted by teachers to ensure better performance of students.

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