

Teachers' Classroom Management and Pupils' Academic Performance In Social Studies In Calabar, Metropolis, Cross River State, Nigeria

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ABSTRACT

This study aimed at investigating teachers' classroom management and pupils' academic performance in Social studies in Calabar Metropolis, Cross River State, Nigeria. To achieve the purpose of this study, three null hypotheses were formulated to guide the study. Ex-Post facto research design was used for the study because the independent variables of the study have already occurred and the researchers did not have direct control over them. The population of the study consisted of all primary five pupils in the study area. The stratified random sampling technique was adopted in selecting thirteen public primary schools while proportional simple random sampling technique was adopted in selecting the three hundred and twenty eight respondents. An eighteen item four point Likert scale questionnaire tagged Teacher Classroom Management Questionnaire (TCMQ) and students achievement test were the instruments used for data collection. The instruments were validated by three Lecturers in the field of test and Measurement. They were tested for reliability using Cronbach alpha method before it was administered. Data obtained were analyzed using Pearson product moment correlation statistical tool. The result obtained from analysis of data revealed that there is a significant relationship between teachers' management of indiscipline behaviour, teachers' management of entry/exit procedure and pupils' academic performance in Social studies. Based on these findings it was recommended among others that teachers should be encouraged to attend conferences, workshops and symposium that will improve their ability to control indiscipline behaviour among pupils in their classroom in order to improve their academic performance.

Key words: Indiscipline, behaviour, seating arrangement, exit/entry procedure, academic performance, primary 5 pupils

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1. INTRODUCTION

Education is the foundation for personal and national development. It is a subject of global interest because of the critical role it plays in the economic, social, political, cultural and technological development of nations. This is why most governments do not play with the education of its citizens. Uche and Enuokoha (2014) assert that, teaching is a profession and all who belongs to the teaching profession must be grounded in the art of teaching. They need to be conversant with the philosophy guiding the education enterprise of the country. The need to promote effective learning among pupils has become paramount in modern day curriculum organization activities. This is because there is a shift in paradigm from where the focus of education was basically on the teacher.

The learner has become central in every aspect of teaching-learning endeavours. Iheanacho (2002) states that every person that is either in the school or has completed at least elementary school is familiar with the term learning, such a person has some ideas of what learning stands for. The individual in the school system tends to view learning as a major activity aimed at knowing what one did not know previously, providing a piece of information enables one to know. Such knowledge is associated with learning.

Effective learning is expected to cover beyond the cognitive domain to include the affective and psychomotor domains as well, because learning must lead to change in behaviour and develop new skills in the learners. Barry (2014) reports that effective learning often requires more than just making multiple connections of new ideas to old ones, it sometimes require that learners restructure their thinking radically. The reason is that students come to school with their own ideas, expressed in both positive and negative form, about virtually every subject or topic they might encounter. Mere contradiction is not sufficient; students must be encouraged to develop new views by seeing how such views help them make better sense of the issue or subject they are learning.

It has been observed that there has been a downward trend in pupils' academic performance in public primary schools. As a foundational level of education, this downward trend has become a source of concern to parents, teachers, school authorities and other stakeholders in education. This performance by pupils implies inability of these learners to lay a solid foundation for further learning at other levels of education. As a result, several of these pupils have either dropped out of school or are not able to go beyond the primary level of education. This has led to the abortion of several bright futures, dreams and prospects, leaving such pupils, their parents and other stakeholders frustrated in the process. Thus, education is seen as a viable tool for developing talents and human resources required for the socio-economic and technological development of societies.

The making of a teacher is a product of several variables which combine to make him/her effective while carrying out his/her responsibilities. These classroom management skills are usually used as indicators to assess the quality of the teacher, and how their enormous skills could influence the academic performance of primary school pupils. Egbe ((2013) reports that, most teachers simply focus on teaching-learning situations without giving appropriate attention to classroom management. Whereas teachers has to ensure that every student is involved in the task at hand; by ensuring that there is no straying about, no disruptive movement or noise making during the learning process. There must be orderliness in everything done by the teacher as well as by every learner. The contrary will call the teacher's ability to manage his/her class into question, and that is a great indictment on his/her training as a professional teacher where he cannot manage his classroom in order to promote effective teaching and learning process.

Many classroom teachers do appreciate the essence of discipline and order in the classroom in order to ensure that effective teaching and learning occur. They realize that incidents of indiscipline constitute a major distraction to both teachers and learners. Ken (2014) asserts that the maintenance of disciplined behaviour in a classroom is a teacher's responsibility. This responsibility is within the grasp of any teacher that has benefitted from a teacher training programme. Good classroom behaviour among learners is essentially a product of an instituted set of standards and regulations that exist in a classroom. These must be developed by the teacher in cooperation with the learners, but in all cases, they must be adequately explained, communicated and accepted by the entire class for effective implementation.

Effective classroom management is central if teaching and learning must take place smoothly with positive outcomes. Verstrate (2011) reported that effective classroom management requires certain basic guidelines. The guidelines are usually used to provide momentum or transition. One of the guidelines is entry/exit procedure. This requires entering/leaving the classroom which requires learners coming in quietly, take out the needed materials for the lesson, and place their bags and other items neatly under their seats. In starting the lesson, the learners should be quiet before the teacher walks in. The teacher should also ensure that the pupils remain quiet and allow minimal movement of pupils during lessons. Pupils who adhere to classroom management procedures should be positively reinforced while those who violate such procedures should be otherwise, reinforced accordingly in order to promote effective teaching and learning.

Odok (2013) states that, another classroom management competency required of the teacher is effective seating arrangements. The ability of a teacher to arrange seats in such a way that every child in the classroom can access the chalkboard clearly makes teaching and learning effective as well as promotes pupils' academic performance. When learners are allowed to seat in their preferred space in the classroom, which could be at the front, back, by the door or window, they will be very attentive and develop high concentration during lessons. This situation will enable them to learn effectively and perform satisfactorily in their various subjects in school. A competent teacher must be able to understand this variation in pupils' preference for seating allocation within a class. A teacher's ability to arrange the seats in his/her class in a way that would suit his/her learners' interest is vital in classroom management for effective teaching and learning.

Wilson (2014) observed that most learners in a class usually sit in a particular location daily. some prefer to sit in front, others at the back, a few others prefer to sit close to the aisles, windows or doors. Studies have reported that seating arrangement influence the learning process and outcomes (Martin 2012). In most cases, learners who occupy the front rows are more attentive than those at the back. A teacher's ability to organize seats in a way that would encourage every child to learn attentively in the classroom, is a very important attribute of an effective teacher due to its impact on pupils' learning outcome. When a class is well managed and arranged, the environment will be very peaceful and conducive for learning activities to take place. This is because the classroom is the centre of learning activities. It is the business centre of heavy traffic flow with the learners and teachers constituting the key participant (Iheanacho, 2002). Sometimes the learners could be viewed as the captive audience since they do not usually enroll willingly, but being induced to do so by teachers. Learners therefore, require the teacher's motivation to appreciate the intrinsic value of learning. This study is therefore concerned with answering a vital question which sought to find out how teachers' classroom management relates with pupils academic performance in Calabar Metropolis, Cross River State.

2. METHODOLOGY

This section presents the various methods and procedures adopted in gathering relevant data required for valid analysis. The methods and procedures are presented under the following sub-headings. The research design adopted for this study was the ex-post facto design. This design investigates phenomena after they have already occurred. In this study, the researchers do not have direct control over the independent variables because their manifestations have already occurred in the population and are therefore, not manipulable. Hence, the purpose of this study will be achieved using this research design The study population comprised all primary five (5) pupils in public primary schools in Calabar metropolis, Cross River State.

Records indicates that there are two thousand six hundred and forty two (2,642) pupils in the twenty one public primary schools in Calabar metropolis, which consist of both Calabar Municipality and Calabar South Local Government Areas of Cross River State (State Universal Basic Education Board., 2016). The stratified random sampling technique was adopted in selecting the schools while the proportionate simple random sampling technique was adopted in selecting the respondents used for the study. The sample for this study consisted of three hundred and twenty eight (328) primary five pupils randomly selected from thirteen public primary schools in Calabar Metropolis. Two instruments were used for data collection for the study. The first instrument was an eighteen-item four point Likert type scale questionnaire tagged “Teacher Classroom Management Questionnaire.” It contained items measuring the independent variables of the study. The second instrument was a twenty-item Pupils’ Achievement Test, which measured pupils’ academic performance in Social Studies. Both instruments were validated by three experts in Test and Measurement. The instruments were also tested for reliability using the split-half methods and Cronbach alpha. Pearson product moment correlation was employed for the analysis of data.

3. RESULTS

Hypothesis One

There is no significant relationship between teachers’ management of indiscipline behaviour and pupils’ academic performance in Social studies.

The independent variable in this hypothesis is teachers’ management of indiscipline behaviour while the dependent variable is pupils’ academic performance in Social studies. Pearson product moment correlation statistical tool was used for data analysis. The result of this analysis is presented in Table 1.

TABLE 1: Pearson product moment correlation analysis of the relationship between teachers’ management of indiscipline behaviour and pupils’ academic performance in Social Studies (N=328)

Variables	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	Cal-r
Teachers’ management of indiscipline behavior	5051	30306		
Pupils’ academic performance in Social studies	3936	23616	26732	.486*

*Significant at 0.05; df = 326; Critical-r = .113

The result of analysis presented in Table 1 showed that the calculated r-value of .486 is higher than the critical r-value of .113 at .05 level of significance with 326 degree of freedom. This implied that the null hypothesis was rejected. Therefore, there is a significant relationship between teachers’ management of indiscipline behaviour and pupils’ academic performance in Social Studies in public primary schools in Calabar Metropolis, Cross River State.

Hypothesis Two

Teachers’ management of seating arrangements does not significantly relate with pupils’ academic performance in Social studies. The independent variable in this hypothesis is teachers’ management of seating arrangement while the dependent variable is pupils’ academic performance in Social studies. Pearson product moment correlation statistical tool was used for data analysis. The result of this analysis is presented in Table 2.

TABLE 2: Pearson product moment correlation analysis of the relationship between teachers' management of indiscipline behaviour and pupils' academic performance in Social Studies in public primary schools (N=328)

Variables	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	Cal-r
Teachers' management of seating arrangement	4029	24174		
			22851	.094*
Pupils' academic performance in Social studies	3936	23616		

Significant at 0.05; df = 326; Critical-r = .113

The result of analysis presented in Table 2 showed that the calculated r-value of .094 is less than the critical r-value of .113 at .05 level of significance with 326 degree of freedom. This implied that the null hypothesis was upheld. Therefore, there is no significant relationship between teachers' management of seating arrangement and pupils' academic performance in Social Studies in public primary schools in Calabar Metropolis, Cross River State.

Hypothesis Three

There is no significant relationship between teachers' management of entry and exit procedures and pupils' academic performance in Social studies. The independent variable in this hypothesis is management of entry and exit procedure while the dependent variable is pupils' academic performance in Social studies. Pearson product moment correlation statistical tool was used for data analysis. The result of this analysis is presented in Table 3.

TABLE 3: Pearson product moment correlation analysis of the relationship between teachers' management of entry and exit procedure and pupils' academic performance in Social Studies in public primary schools (N=328)

Variables	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	Cal-r
Teachers' management of entry and exit procedure	4738	28428		
			25337	.249*
Pupils' academic performance in Social studies	3936	23616		

*Significant at 0.05; df = 326; Critical-r = .113

The result of analysis presented in Table 3 showed that the calculated r-value of .249 is higher than the critical r-value of .113 at .05 level of significance with 326 degree of freedom. This implied that the null hypothesis was rejected. Therefore, there is a significant weak relationship between teachers' management of entry and exit procedure and pupils' academic performance in Social Studies in public primary schools in Calabar Metropolis, Cross River State.

4. DISCUSSION OF FINDINGS

The finding obtained from analysis and testing of hypothesis one showed that the null hypothesis was rejected. This implied that there is a significant negative relationship between teachers' management of indiscipline behaviour and pupils' academic performance in Social studies in public primary schools in Calabar Metropolis, Cross River State. This finding is in agreement with the finding of Asu (2013) which reports that the ability of a teacher to coordinate the behaviour of his/her learners in the classroom in order to promote effective teaching and learning is important in determining the learning outcome of students. Some are unwilling to learn and prefer to engage in distractive activities within the classroom in the form of noise making, moving around the class, distracting other students among others. Once a teacher is not able to manage indiscipline behaviour in the course of teaching and learning, the objectives of the lesson will not be met and the students will not perform satisfactorily in relevant subjects in school. This emphasizes the need for teachers to possess requisite indiscipline behaviour management ability that would enable him/her facilitate effective teaching and learning in the classroom and improve learning outcome of students.

The finding obtained from analysis and testing of hypothesis two showed that the null hypothesis was upheld. This implied that there is no significant negative relationship between teaching management of seating arrangement and pupils' academic performance in Social studies in public primary schools in Calabar Metropolis, Cross River State. This finding is in agreement with the finding of Sunday (2014) which revealed that learning indeed is the main goal of a teacher while he/she is teaching. It seems there is a common belief that where learners decide to sit in a classroom is a reflection of their motivation, engagement and willingness to learn. Though, this belief has become an anecdotal comment, there are indicators suggesting that learners' location within the classroom determine their academic performance. A teacher's ability to arrange the seats in his/her classroom to reflect the purpose of the lesson is relevant to the final learning outcome or performance of the learners. The teacher is always required to help his/her learners to sit in locations that would enable them access the chalkboard as well as participate actively in the teaching-learning process.

The finding obtained from analysis and testing of hypothesis three revealed that the null hypothesis was rejected. This implied that there is a significant weak negative relationship between teachers' management of entry and exit procedure and pupils' academic performance in Social studies in Calabar Metropolis, Cross River State. This finding is in agreement with the finding of Humphrey (2013) which reported that disruptive movement in and out of the classroom is a source of distraction to the teaching-learning process. When learners' movement is not regulated by the teacher with regards to when and how to enter and leave the class, there will be rowdiness and effective learning cannot take place under such conditions. If a teacher fails to ensure orderliness in his classroom, the teaching-learning process will be truncated and students' performance will not be satisfactory. It becomes imperative therefore, that there must develop a well laid down procedure that would regulate the conduct of students into and out of the classroom during lessons. The inability of teachers to effectively control this movement has been identified as source of distraction that militates against the attainment of educational goals and objectives. Those who are able to manage their classrooms effectively in terms of regulating unnecessary movement usually promote learning and subsequent improvement in academic performance.

5. CONCLUSION

Based on the findings of this study, the researchers came to the conclusion that classroom management is a vital part of a teachers' job if disruptive behaviors must be controlled for effective learning to occur. The correlation of classroom teachers' management of indiscipline behavior, their entry/exit procedure and the physical arrangement of seats, and pupils' academic performance in Social Studies is an indication of the need for effective classroom management for effective learning..

6. RECOMMENDATIONS

From the findings obtained from analysis of data and testing of hypotheses in the study, the researcher recommended that;

- i. Teachers should be encouraged to attend conferences, workshops and symposiums that will improve their ability to control indiscipline behaviour among pupils in their classroom in order to improve their academic performance
- ii. Relevant authorities should ensure that teachers are continuously trained on how to effectively arrange the seats in their classroom in order to continually promote pupils' academic performance
- iii. School administrators should ensure that teachers develop an effective procedure for entry/exit into and out of the classroom in order to help pupils improve their level of concentration in class and subsequently improve their academic performance.
- iv. Teacher training institutions should incorporate classroom management skills, as a course, into the training of teachers and make sure that teachers' in-training pass through the course successfully before graduation.
- v. Supervisory bodies should, on continuous basis, supervise and monitor teachers with a focus on their classroom management skills. Teachers found wanting can from time to time, be recommended for some in-service training on classroom management skills.

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