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CLASSROOM MANAGEMENT SKILLS AS DETERMINANTS OF TEACHERS' EFFECTIVENESS IN KWARA STATE SECONDARY SCHOOLS, NIGERIA

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Abstract

This study examined classroom management skills as determinants of teachers' effectiveness in Kwara State secondary schools, Nigeria. Descriptive research design was adopted for the study. The population of the study comprised all the students in the entire 317 public secondary schools in Kwara State. Cluster sampling technique was used to group LGAs in the State into senatorial districts. Random sampling technique was used to select two LGAs from each of the senatorial districts, while 40 public secondary schools were proportionally sampled out of the 119 in the selected LGAs. Random sampling technique was used to select 10 students from each of the sampled schools. Classroom Management Skills Questionnaire (CMSQ) and Students' Academic Performance Proforma (SAPP) were used to collect data. The CMSQ was validated and found to be reliable with reliability coefficient of 0.79. Pearson's Product Moment Correlation was used to test hypotheses at 0.05 level of significance. The findings of the study revealed that there was a significant relationship between classroom management skills and teachers' effectiveness in Kwara State secondary schools, Nigeria ($r=0.617$, $p<0.05$). The study concluded that classroom management skills would contribute a lot to the actualisation of teachers' effectiveness in Kwara State secondary schools. Based on the findings and conclusion of the study, it was recommended that, government should regularly and periodically organise seminars, lectures and workshops for secondary school teachers to make them acquire adequate and effective skills in classroom management in order to enhance their effectiveness in terms of students' academic performance.

Keywords: Classroom management skills; Teacher-student interaction, Time management, Supervision of instructional delivery and Teachers' effectiveness

Introduction

Teachers are very crucial in educational system, because they are the classroom managers. To a very large extent, they determine the success or failure of the

system. For teachers to effectively manage classrooms in a way which would lead to actualisation of the stated goals, they have to adequately possess and also utilise classroom management

skills. Without classroom management skills, they might find it difficult to effectively pilot classroom affairs in ways which would enhance their effectiveness. Teachers in some public secondary schools in Kwara State have poor classroom management skills. The attitude of some teachers to students is not friendly as they did not give students opportunity to freely interact with them.

This scenario could make students to develop poor interest in their classes thereby affecting the effectiveness of such teachers. It was also observed that, some teachers did not have adequate time management skill. This is evident in their inability to properly cover contents of lessons as scheduled in the lesson notes within the time frame. This situation could lead to inability of such teachers to properly cover the topics organised in the scheme for a particular term. Poor time management is also one of the factors which could lead to poor academic performance of students in Senior School Certificate Examinations (SSCE). In addition, some teachers did not prioritise overseeing what the students were doing while imparting knowledge to them, to have adequate insight into their participation in the teaching and learning process.

According to Obadara (2005), classroom management skills help teachers to effectively teach in a way that would enhance the learning abilities of students. Inability of some schools to academically compete with other schools could be as a result of poor classroom management skills of some of their teachers. In line with the above statement, classroom management skills afford teachers the opportunity to effectively impart knowledge and properly oversee

students' activities to achieve effectiveness in the area of students' academic performance.

Tyler and Boelter (2008) believed that positive teachers' interaction with students is associated with high academic performance or academic gains; whereas, negative teachers' interaction with students could result in decrease in academic performance. Nugent (2009) asserted that if teachers deem it fit to build positive relationship with their students, it could motivate them to learn and reverse is the case. Chukwuji, Oshun, Chukwuemeka-Nworu, Chinwendu and Agu (2018) posited that, time management skill is very significant to teachers. Ability of teachers to judiciously use time during the teaching and learning process could determine their effectiveness. Obidike (2016) observed that, poor learning environment, poor lesson notes preparation, poor supervision, delay in salary payment, late promotion and the likes have been extensively examined as the factors predicting teachers' effectiveness. However, the role which time management skill plays in enhancing teachers' effectiveness cannot be over-emphasised. Essien (2009) asserted that supervision of instruction gives room for an interactive session between teachers and students. It also affords teachers opportunity to discover students' weaknesses and strengths and instantly render academic assistance to them where necessary in order to enhance their performance academically. Classroom teaching of a teacher with poor supervision of instructional skill might not be effective and he or she is likely to find it difficult to achieve effectiveness.

Babalola and Ayeni (2009) stated that students could develop keen interest in academic activities, if teachers profoundly focus on supervision of instruction. Inability of some teachers to thoroughly supervise instructional delivery in the classrooms could be one of the factors responsible for poor students' academic performance in public secondary schools in Nigeria. Considering the discussions above, one could see that classroom management skills have roles to play in enhancing teachers' effectiveness. Classroom management skills are very essential to teachers to properly process teaching and learning in a way which would enhance students' academic performance. Lawrence (2010) asserted that classroom management skills refer to the knowledge and expertise which teachers need in order to effectively pilot classroom affairs during the process of teaching and learning. It involves ability to plan, organise, direct, and coordinate the activities carried out by students to achieve the stated goals. Obadara (2005) believed that acquisition of classroom management skills is very imperative for teachers. No matter the conduciveness and serenity of classrooms' environment, adequacy of chairs and tables for students, soundness of teacher's knowledge of the subject matter and pedagogy, unless teachers adequately possess classroom management skills, it might be difficult to achieve the stated objectives. Whitaker (2004) stated that teachers need to have a strong belief that building positive interaction with students is important to motivating them to learn. Roorda, Koomen, Spilt and Oort (2011) opined that the quality of teacher-student interaction is strongly related to students' motivation to learning and their overall academic

performance. Myint (2005) stated that, teachers are expected to establish good relationship with their students for them to be stimulated to learn. In doing this, teachers need to reduce negative emotions among the students such as anger, sadness, dissatisfaction, boredom, fear, and always encouraging, positive emotions such as confidence, enjoyment, appreciation and safety. This approach could lead to increased students' motivation and academic performance.

Kayode and Ayodele (2015) opined that, time is a factor that affects all facets of human endeavours. It is a factor that is very limited in supply and it affects both teachers' and students' activities in the classroom. According to Ekundayo, Konwea and Yusuf (2010), due to inadequate skill in time management, some teachers might not do certain things which they would have carried out to facilitate effective teaching and learning which would enhance students' academic performance. An effective teacher is expected make judicious use of his/her time; to successfully execute all the plans he/she has designed for a lesson in order to enhance students' academic performance. Kayode and Ayodele (2015) stated that the issue of declining students' academic performance signifies a critical impediment to the development of a country's education sector. The menace could be as a result of poor time management skill of some teachers.

According to Nwagwu (2004), supervision of instruction is a great task for every classroom teacher. Teachers have the responsibility of monitoring and evaluating all classroom activities carried out by students. The major reason for

this is to ensure dutiful compliance of students with established rules and regulations in order to enhance effective realisation of the learning objectives. As reported by Ezekwensili (2007), the situation on supervision of instruction in some public secondary schools in Nigeria has not been thorough in recent past decades. The ineffectiveness of supervision of instruction has been one of the factors causing poor students' academic performance. A system not supervised and evaluated will not yield the desired result. Peretomode (2007) suggested that the purpose of instructional supervision by teachers is to directly influence the behaviour of students and the teaching processes to promote students' academic performance.

Teachers are important stakeholders in education. It is imperative that their effectiveness is always important to enhance actualisation of the stated goals. According to Scott (2006), effectiveness refers to the result a teacher gets on the amount of progress the students make toward a specified goal of education. Babatunde (2000) elucidated that teachers' effectiveness means the ability of the teachers to exhibit skillfully at a given situation, the right teaching behaviour towards the achievement of the school objectives. According Henry (2005), teachers' effectiveness could be measured through a rating of his or her activities in terms of performance in teaching, lesson preparation, lesson presentation, actual teaching and teachers' commitment to job, extra-curricular activities, supervision, effective leadership, motivation and moral among others. Oloyede (2006) opined that students' academic performance is the main focus in the overall educational performance. It is the yardstick used to

quantify the level of comprehension of a student in a course of study within or over a given period of time. Adeyemo (2011) stated that students' academic performance means achievement a student makes in school; that is his/her marks in the examination which is the criterion for the achievement of a student.

Statement of the Problem

Teachers' **ineffectiveness** observed in secondary schools in Nigeria in terms of poor students' academic performance in Senior School Certificate Examinations (SSCE) has been a concern for members of the public over the years. As announced by West African Examinations Council in 2015, 2016, 2017, 2018 and 2019; only 38.68%, 52.97%, 26.01%, 49.98% and 17.13% candidates respectively got at least five credits including English language and General Mathematics. The information above revealed that candidates performed above average in 2016 only. This situation is testifying to the view of members of the public that teachers' effectiveness in secondary schools in Nigeria has not been encouraging over the years and this could be as a result of poor classroom management skills of some teachers.

However, many researchers had worked on the variables related to this study. For instance, Aboho, Dodo and Isa (2014) investigated the influence of teacher-student class interaction on the academic performance of senior secondary school students in Economics in Benue State, Nigeria. Usman (2015) investigated the impact of instructional supervision on academic performance of secondary school students in Nasarawa State with reference to Senior Secondary

Certificate Examinations (SSCE). Kayode and Ayodele (2015) examined the impact of teachers' time management on secondary school students' academic performance in Ekiti State, Nigeria. All these previous studies are germane to this study. However, none of them examined classroom management skills as determinants of teachers' effectiveness in Kwara State secondary schools, Nigeria. This is the gap which this study filled.

Purpose of the Study

The purpose of the study was to:

11. examine the relationship between classroom management skills and teachers' effectiveness in Kwara State secondary schools. Nigeria;
12. determine the relationship between teacher-student interaction skill and teachers' effectiveness in Kwara State secondary schools. Nigeria;
13. investigate the relationship between time management skill and teachers' effectiveness in Kwara State secondary schools. Nigeria; and
14. assess the relationship between instructional supervision skill and teachers' effectiveness in Kwara State secondary schools. Nigeria.

Research Hypotheses

Ho: There is no significant relationship between classroom management skills and teachers' effectiveness in Kwara State secondary schools, Nigeria.

Ho₁: There is no significant relationship between teacher-student interaction skill and teachers' effectiveness in Kwara State secondary schools, Nigeria.

Ho₂: There is no significant relationship between time management skill and teachers' effectiveness in Kwara State secondary schools, Nigeria.

Ho₃: There is no significant relationship between instructional supervision skill and teachers' effectiveness in Kwara State secondary schools, Nigeria.

Methodology

This study adopted descriptive research design of correlation type. The population of the study consisted of all students in the entire 317 public secondary schools in Kwara State. Multi-stage sampling technique was used for the study. Cluster sampling technique was used to group the Local Government Areas (LGAs) into senatorial districts. Random sampling technique was used to select two LGAs from each of the senatorial districts (Kwara Central, Asa and Ilorin South; Kwara South, Ekiti and Offa; and Kwara North, Barutenand Edu) to make a total of 6(33.3%), out of the entire 16 in the State; while proportional sampling technique was used to select 40(33.6) public secondary schools, out of the 119 in the six selected LGAs. Random sampling technique was used to select 10 students from each of the sampled schools to make a total of 400 respondents for the study.

A researcher-designed instrument entitled "Classroom Management Skills Questionnaire" (CMSQ) was used to collect information from students on teacher-student interaction, instructional supervision and time management skills of their teachers. The questionnaire had 18 items with response options of Always So (AS), Often So (OS), Rarely

So (RS) and Never So (NS). To get data on teachers' effectiveness, a proforma captioned "Students' Academic Performance Proforma" (SAPP) was used to collect information from school principals on the total number of students who sat for West African Senior School Certificate Examinations (WASSCE) and the exact number who had five credits and above including English language and General Mathematics in their respective schools between 2017 and 2019. To ensure validity of the instrument, its draft was presented to expert in the Department of Educational Management, Faculty of Education, University of Ilorin. To determine the reliability of the instruments, 15 copies were administered twice, within the interval of two weeks, to some respondents who

were not part of the respondents of the study. The data gathered were analysed using Pearson's Product Moment Correlation at 0.05 and reliability coefficient of 0.79 was realised.

Pearson's Product Moment Correlation was used to test the hypotheses formulated at 0.05 level of significance. Out of the 400 copies of questionnaire distributed, only 377 were returned for analysis.

Results

Ho: *There is no significant relationship between classroom management skills and teachers' effectiveness in Kwara State secondary schools, Nigeria*

Table 1: Classroom Management Skills and Teachers' Effectiveness

Variable	N	$\bar{X}$	SD	Cal.r-value	p-value	Decision
Classroom Management Skills	377	3.13	0.99	0.617	0.013	Ho Rejected
Teachers' Effectiveness	377	2.75	0.64			

p-value < 0.05

Table 1 shows the calculated r-value (0.617) while the p-value (0.013) is less than the significance level (0.05). Hence, main hypothesis (Ho) is rejected. This shows that there was a significant relationship between classroom management skills and teachers'

effectiveness in Kwara State secondary schools, Nigeria.

Ho₁: *There is no significant relationship between teacher-student interaction skill and teachers' effectiveness in Kwara State secondary schools, Nigeria*

Table 2: Teacher-student Interaction Skill and Teachers' Effectiveness

Variable	N	$\bar{X}$	SD	Cal.r-value	p-value	Decision
Teacher-student Interaction Skill	377	2.96	0.88	0.611	0.024	Ho ₁ Rejected
Teachers' Effectiveness	377	2.75	0.64			

p-value < 0.05

Table 2 shows the calculated r-value (0.611) while the p-value (0.024) is less than the significance level (0.05). Hence, hypothesis one (H_{01}) is rejected. This implies that there was a significant relationship between teacher-student interaction skill and teachers'

effectiveness in Kwara State secondary schools, Nigeria.

Ho₂: *There is no significant relationship between time management skill and teachers' effectiveness in Kwara State secondary schools, Nigeria*

Table 3: Time Management Skill and Teachers' Effectiveness

Variable	N	$\bar{X}$	SD	Cal.r-value	p-value	Decision
Time Management Skill	377	3.31	1.14	0.625	0.018	Ho ₂ Rejected
Teachers' Effectiveness	377	2.75	0.64			

p-value<0.05

Table 3 shows the calculated r-value (0.625) while the p-value (0.018) is less than the significance level (0.05). Hence, hypothesis two (H_{02}) is rejected. This implies that there was a significant relationship between time management

skill and teachers' effectiveness in Kwara State secondary schools, Nigeria.

Ho₃: *There is no significant relationship between instructional supervision skill and teachers' effectiveness in Kwara State secondary schools, Nigeria*

Table 4: Instructional Supervision Skill and Teachers' Effectiveness

Variable	N	$\bar{X}$	SD	Cal.r-value	p-value	Decision
Instructional Supervision Skill	377	3.12	0.95	0.659	0.011	Ho ₃ Rejected
Teachers' Effectiveness	377	2.75	0.64			

p-value<0.05

Table 4 shows the calculated r-value (0.659) while the p-value (0.011) is less than the significance level (0.05). Hence, hypothesis three (H_{03}) is rejected. This implies that there was a significant relationship between instructional supervision skill and teachers' effectiveness in Kwara State secondary schools, Nigeria.

Discussions

The finding of the main hypothesis revealed that there was a significant relationship between classroom management skills and teachers' effectiveness in Kwara State secondary schools, Nigeria. This means that if teachers adequately possess classroom management skills, it would help them to effectively prevail on the teaching and learning in a way which would enhance effectiveness in terms of students'

academic performance. This finding supports the view of Olanrewaju (2017) that classroom management skills are essential ingredients that promote and enhance good teaching-learning environment which consequently facilitate actualisation of appreciable students' academic performance in support of this new finding.

The finding of hypothesis one revealed that there was a significant relationship between teacher-student interaction skill and teachers' effectiveness in Kwara State secondary schools, Nigeria. This means that, the kind of interaction which a teacher establishes with students contributes significantly to their academic performance. A teacher's effectiveness is likely to be high when he has a positive interaction with students and reverse is likely to be the case when the interaction is negative. This finding agrees with the views of Tyler and Boelter (2008) that positive teachers' interaction with students is likely to associate with high academic performance or academic gains; whereas, negative teachers' interaction with students could result in decrease in academic performance.

The finding of hypothesis two revealed that there was a significant relationship between time management skill and teachers' effectiveness in Kwara State secondary schools, Nigeria. This implies that, how a teacher plans and utilises his or her time during the process of teaching and learning could determine the level of his or her effectiveness. This finding corroborates the view of Eweniyi (2002) that such factors may be the teachers' internal state of mind; intelligence; state of health; anxiety; teacher's motivation; and adequacy of

educational infrastructure like textbook, library and well equipped laboratories. Regardless of all these, the way a teacher manages his or her time while imparting knowledge to students could also determine his or her effectiveness.

The finding of hypothesis three revealed that there was a significant relationship between instructional supervision skill and teachers' effectiveness in Kwara State secondary schools, Nigeria. This signifies that, ability of teachers to oversee students' conduct while the teaching and learning is ongoing assists a lot in determining their effectiveness in the area of students' academic performance. This finding is in tandem with the view of Obadara (2005) that, teachers are highly essential for the successful operation of educational system. No matter the adequacy of other educational resources supplied to a school, unless teachers effectively teach and thoroughly carry out instructional supervision, it might be difficult to achieve effectiveness.

Conclusion

Based on the findings of the study, it was concluded that classroom management skills would contribute a lot to the actualisation of teachers' effectiveness in Kwara State secondary schools. Basically, teacher-student interaction is a vital tool for achieving teachers' effectiveness; time management skill would assist in realising teachers' effectiveness; and if teachers adequately possess and use time management skill while imparting knowledge to students, it would assist them to achieve effectiveness.

Recommendations

Based on the findings and conclusion of the study, it was recommended that:

- e) government should regularly and periodically organise seminars, lectures and workshops for secondary school teachers to make them acquire adequate and effective skills in classroom management to enhance their effectiveness in terms of students' academic performance;
- f) teachers should always ensure that they maintain positive interaction with students by treating them like their children, create a friendly atmosphere with them and always ready to academically assist them in order to encourage them towards developing good interest in learning and consequently enhance effectiveness;
- g) teachers should always utilise their time judiciously while imparting knowledge to students in order to ensure that they properly cover the contents of each lesson as prepared in the lesson plan for the purpose of making students acquire comprehensive knowledge which would enhance effectiveness in terms of students' academic performance; and
- h) there is the need for teachers to always carry out intensive supervision of instruction while teaching students, by systematically keeping surveillance on them; and adequately evaluate them before concluding lessons, to ensure active participation which would enhance their academic performance.

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