

Influence of Teachers' Classroom Management Practices on Pupils' Academic Performance in Public Primary Schools in Benue State

GABRIEL, M. O., OCHAI, G.O & TYOKAA, C.I.

Department of Educational Administration and Planning

Joseph Sarwuan Tarka University, Makurdi-Nigeria

Abstract: *This study investigated influence of teachers' classroom management practices on pupils' academic performance in public primary schools in Benue State. Survey research design was adopted for the study. The population comprised 15,739 teachers from 2,748 public primary schools in Benue State. A sample size of 390 out of 15,739 teachers in public primary schools in Benue State was used for the study. Taro-Yaman's formula was used for the determination of the sample size. The population of teachers was sampled from 96 primary schools representing 3.5% of 2,748 public primary schools using multi-stage sampling procedure. A 25-item questionnaire titled; "Influence of Teachers' Classroom Management Practices on Pupils' Academic Performance Questionnaire" (ITCMPAP) was the instrument used for data collection. This instrument was validated by two experts from Educational Administration and Planning and one from Measurement and Evaluation, all of The Department of Educational Foundations and General Studies, Joseph Sarwuan Tarka University, Makurdi. Cronbach alpha reliability estimation was used to obtain a reliability coefficient of 0.78. The researcher with the aid of three research assistants administered and retrieved the instrument from the respondents and the data collected was analysed using descriptive Mean and Standard Deviation to answer the research questions while Chi-square (χ^2) test of goodness of fit was used to test the two null hypotheses at 0.05 level of significance. The findings showed that teachers' classroom management practices in the areas of classroom discipline and teachers' communication skills significantly influence pupils' academic performance in public primary schools in Benue State. conclusion was made based on the findings of the study, it was recommended that school heads should ensure that classroom teachers maintain discipline during teaching and learning activities in order to curtail pupils' behaviour capable of jeopardizing their academic performance in primary schools. Parents also should be encouraged to be involved in the maintenance of discipline in schools. By ensuring parents' involvement, the disciplinary problems of pupils can thus be handled together. This would greatly increase the likelihood of overcoming problems faced by pupils and consequently lead to enhanced pupils' academic performance.*

Keywords: *classroom management practices, academic performance, public primary schools*

© 2024. GABRIEL, M. O., OCHAI, G.O & TYOKAA, C.I. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 4.0 Unported License <http://creativecommons.org/licenses/by-nc/4.0>, permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

1.0 INTRODUCTION

1.1 Background of the Study

Education in Nigeria and other parts of the world is a very big industry that has been acknowledged not only as a tool for nation building but also as a source from which individual Nigerians can realize their dreams, goals and aspirations. The vision of every society in this modern times is that education is be a tool for social change. For any country that desires to bring about new philosophy, a new orientation, a new social order or a new thinking pattern, the vehicle for such innovation or change is education. To effect a desired change, such a country needs to undertake modification of its curriculum as a first step, followed by classroom management or instruction which is derived from the affected curriculum and implemented by the teachers in the classroom.

Classroom management has proved to be a plaguing aspect of the teaching and learning process over the years. This single skill has heavily contributed to teacher stress and burnout, across the globe. Practitioners, educational researchers as well as parents and other education stakeholders have articulated growing concern about the learners' academic performance in schools. As observed by Akubue (2016), classroom management is the process of creating favourable conditions to facilitate instructions as well as that of regulating social behaviour of pupils. Akubue further opines that classroom management are functions of proper knowledge, dedication, skill and training for which they are called. The behaviours and the reactions of students are much related to the degree of teacher's proper management of the classroom. Teachers in the classroom are by the nature of their profession, managers of classroom activities. The class teacher's job unlike that of other professionals is concerned with maintaining order, allocating resources, regulating the sequence of events and directing his own attention towards achieving the educational goals.

Classroom management however, plays an important role in the teaching/learning processes. It is a veritable tool in the process of passing instructions from the teacher to the pupils. The success of any educational system is a function of the effectiveness of classroom management. Bua and Ada (2013) state that classroom teachers are managers and so ought to be in control from the beginning of the lesson to the end to ensure that the pupils benefit from interactive business that transpires in the classroom situation. This, to a greater extent would enhance smooth coordination and response on the part of both the teacher and the learner. In the present dispensation, Classroom management according to Akpakwu (2012) is the most neglected area in our primary schools, and the success or failure of any teaching/learning process depends to a large extent on the way classrooms are managed. Failure to effectively manage the classroom could have an overall negative influence on the entire school most especially in terms of sound academic performance of the pupils. Classroom management is seen as the process of enhancing the learning environment, relationship between teachers and pupils, pupil to pupil, parents and others to stimulate and motivate pupils as well as to improve the quality of pupils' academic performance (Wisetrinthong, et al., 2012).

1.2 Statement of the Problem

Classroom management is a significant part of effective teaching and learning process. Due to an effective classroom management practices, pupils flourish in a positive class climate and a compassionate environment. It also provides the pupils the opportunities to socialize themselves while learning and helps teachers to involve precautionary discipline and fruitful teaching thus, bringing about a better classroom environment for teaching and learning, leading to better academic performance. Most of the class activities take place while pupils are seated. Indeed a careful attention given by a teacher to sitting

arrangement contributes effectively to classroom management and control of overall success of the classroom. Studies have revealed that in recent times, there have been astronomical rise in class size due to increase in enrolment of pupils in public primary schools. A closer look at the learning environment proves that something needed to be done to improve the academic performance of the pupils. A conducive classroom is very important for learning, because without the feeling of safety, pupils will develop anxiety and become uneasy in the classroom.

However, it seems Benue State has not been experiencing effective classroom management due to poor implementation of the strategies for classroom management in the public primary schools in the state. As a result, pupils' performance in both internal and external examinations such as National Common Entrance and State Common Entrance Examinations and other entrance examinations into secondary schools were very low and below expectation. Several research studies have identified other factors such as school climate, instructional materials, discipline and physical facilities, teacher quality, type of location of school, class size and over population of pupils in classroom as being responsible for poor academic performance of pupils. The researcher has observed with dismay from a visit to some schools that there were issues of pupils fighting, bullying, sleeping, shouting, playing, loitering around the classroom and so on which seems to be a good indication that the teachers may not be managing the classroom well. It is on this premise that the researcher is motivated to investigate influence of teachers' classroom management practices on pupils' academic performance in public primary school in Benue State with reference to classroom discipline and teacher's communication skills.

1.3 Objective of the Study

The objective of the study is to investigate the influence of teachers' classroom management practices on pupils' academic performance in public primary schools in Benue State. Specifically, the study sought to:

1. ascertain the influence of discipline on pupils' academic performance in public primary schools in Benue state.
2. determine the influence of communication skills on pupils' academic performance in public primary schools.

1.4 Research Questions

The following research questions guided the study.

1. What is the influence of discipline on the Pupils' academic performance in public primary schools in Benue State?
2. What is the influence of Teachers' communication Skills on the pupils' academic performance in public primary schools?

2.0 METHODOLOGY

The study adopted survey research design. The justification for the use of survey research design was due to the nature of the study (identifying and describing) the processes involved in the collection of data (using a representative sample). Thus, only a representative sample is chosen from the population and would be studied. It is considered most appropriate design for this study because it sought to find out the factors that are associated with certain occurrences, practices, outcomes. Consequently, the researcher chose this design because it is in line with the purpose of the study which was to investigate the influence

of teachers' classroom management practices on pupils' academic performance in public primary schools in Benue State.

The area of the study was Benue State in Nigeria. The state is one of the six North Central States of Nigeria. Benue State comprises twenty three (23) Local Government Areas Namely: Ado, Agatu, Apa, Buruku, Gboko, Guma, Gwer East, Gwer West, Katsina-Ala, Konshisha, Kwande, Logo, Makurdi, Obi, Ogbadibo, Ohimini, Oju, Okpokwu, Otukpo, Tarka, Ukum, Ushongo and Vandeikya. The state is politically divided into three Senatorial Zones of A, B and C for administrative convenience. The state is bounded in the North East by Taraba State, in the North West by Nasarawa State, in the South East by Cross River State, in the South West by Kogi State respectively. Most of the people in the state are rural and urban dwellers. The main occupations are farming, fishing, civil service, craft, trade and other commercial activities. They practice subsistence agriculture as well as to produce cash crops for commercial purpose. The cash crops produced are Soya beans, rice, groundnuts, yams, tomatoes, oranges fruit, among others and have other economic industries such as Rice Mill, Dangote Cement factory in Yandev, Benue Breweries in Makurdi, and Soya beans factory at Taraku. As a result of these varieties of produce in the state, the state has a national recognition as "food basket of the nation". There are three major languages spoken in Benue State; viz: Tiv, Idoma and Iggede languages. The state has five universities: Joseph Sarwuan Tarka University, Federal University of health Science, Otukpo, Benue State University, National Open University of Nigeria and University of Mkar. A total number of three colleges of education and three government polytechnics in the state. There are (2,748) primary schools in the state (Benue State Universal Basic Education Board, Makurdi, 2022). The area is considered suitable for this study because of easy accessibility of public primary schools, proximity to the researcher, security wise and economic purpose.

The population for this study comprised 15,739 public primary school teachers in the 23 Local Government Areas of Benue State (Benue State Universal Basic Education Board, 2022). The sample size for this study was 390 out of 15,739 teachers in public primary schools in Benue State derived using Taro-Yamen's Formula (see Appendix B p.119). This was sampled from 96 public primary schools representing 3.5% of 2,748 public primary schools in Benue State which is adequate as agreed with Babbie (2007) who observes that any sample above 3% of the population is relevant and adequate and can be relied on. Hence, the 96 public primary schools is adequate representation of the entire 2,748 public primary schools in Benue State. The study adopted multi-stage sampling procedure for the selection of the sample size.

Multi-stage sampling procedure is a sampling process that occurs whenever different sampling techniques are applied at several stages of the research study (Emaikwu, 2015). The reason for using multi-stage sampling was that the multi-stage procedure was applied in a situation where the population is so large that the investigator cannot use one sampling technique. This method of sampling is applied in stages until the researcher gets the sample for the study. The first stage involved the use of stratified random sampling technique to divide the 23 Local Governments in Benue State into three Educational Zones; Zone A, Zone B and Zone C using Jorgen (2005) formula for proportional sampling. Hence, zone A had 128, zone B (126) and zone C (136) respondents respectively (See Appendix C p.120). The second stage involved the use of purposive sampling technique where public primary schools from each Educational Zone in the study area were selected. In view of the fact that public primary schools in the state are managed by the same body (Universal Basic Education Board) and considering the fact that each of the local government area in the state has more than 390 teachers, a random selection of the teachers from any of the zones could reflect a fair selection. The third stage involved the selection of final respondents where simple random sampling technique was employed using ballot papers. "Yes" was written on the papers for selection of respondents and was mixed with "No". The respondents in each stratum (school) was informed that anybody who picked "Yes" would be selected, while "No" would not participate; hence not every respondent

participated in the study. The respondents were allowed to pick the ballot papers in the container until the desired sample in that stratum was selected. This was done in all the 96 public primary schools selected and 390 respondents were selected.

The instrument that was used for data collection was a structured 25-item questionnaire titled “Influence of Teachers’ Classroom Management Practices on Pupils’ Academic Performance Questionnaire” (ITCMPPAP). The structured questionnaire has two parts; Part ‘A’ has a letter of introduction to the respondents attached to each copy of the questionnaire explaining the purpose of the study. Part ‘B’ of the questionnaire has 25-items put in five clusters of 5 items per cluster. Cluster ‘A’ measured influence of classroom discipline on pupils’ academic performance and Cluster ‘B’ measured influence of teachers’ communication skills on pupils’ academic performance in primary public schools in Benue State. The categories of responses were provided with a four-point rating scale. The responses were weighted and scored as follows: Strongly Agreed = SA (4) which is from 3.50-4.00, Agreed = A (3) which is 2.50-3.49, Disagreed = DA (2) which is 1.50-2.49 and Strongly Disagreed = SD (1) which is 0.50-1.49.

To ensure the validity of the instrument, the researcher presented the questionnaire for face and content validation to one expert in Measurement and Evaluation and two experts in Educational Administration and Planning all from Joseph Sarwuan Tarka University, Makurdi. These experts examined each of the items of the instrument and made comments on their suitability and ambiguity, with a view to correcting any mistake. For instance, unclear questions and statements, wrongly conceived ideas, missing information and other observed errors were pointed out by the experts. Their comments, suggestions and corrections were effected on the instrument. Here are some of the suggestions and corrections in item1, it was re-framed to “teachers who intervene when pupils talk at inappropriate times during class influence academic performance of the pupils”, in item8, it was changed to “teachers who express themselves clearly and eloquently make the understanding of the learners better and this influences the learners’ performance”, item11 was restructured to “learning environment which is serene influences the pupils to study their books very well and this influences the pupils’ academic performance” and among others. The instrument was later presented to the supervisors who approved it.

In order to ascertain the reliability of the instrument for the study, the researcher administered thirty (30) copies of the questionnaire to respondents from other two primary schools which did not form part of the main study. These schools were selected because the respondents possessed same characteristics similar to the respondents of the study. Thirty copies of questionnaire were given to the respondents to answer and were collected back by the researcher the same day of visit to each of the schools with the aid of two research assistants. The data collected were subjected to analysis using Cronbach Alpha reliability estimation. The result of the study by cluster yielded the following: Cluster A= 0.78, Cluster B= 0.79. On the whole, the overall reliability coefficient of 0.78. This was considered high enough to judge the instrument as reliable. According to Emaikwu (2015), any reliability coefficient that falls within the range between 0.65 and 0.99 is enough to be used for a study.

The instrument was administered on the 390 subjects in the public primary schools selected by the researcher with the help of three(3) research assistants. These research assistants are university graduates who were briefed on the purpose of the study, content of the instrument, procedures of administration and retrieval. More so, they were guided and instructed on their manner of approach in a polite way in guiding the respondents with patience as the hall mark of their assignment, since they are likely to meet with teachers of various temperaments. The administered questionnaires were collected the same day, where possible. But where it was not possible to collect the completed questionnaire on the spot, repeated visit(s) were made to ensure retrieval. The use of three (3) research assistants for collecting data

was necessitated by the constraints of time, energy and resources of the researcher to prosecute the research.

For this study, the descriptive statistic of Mean and Standard Deviation was used to answer the four research questions. A mean score of 2.50 served as a cut-off point for decision making. A mean score of 2.50 and above were considered as having desired influence while a mean score below 2.50 was not accepted as having desired influence. Meanwhile, the chi-square (χ^2) test of goodness of fit was used in testing the research hypotheses at 0.05 alpha level of significance. The Chi-square (χ^2) test of goodness of fit was considered appropriate for this study because, it is a non-parametric statistic for testing the degree of influence of an independent variable. This allowed the researcher to determine whether or not significant influence exist between the independent and dependent variables on the null hypotheses. For the test of hypotheses, the decision was based on P-values and Alpha Values. When $P < .05$, it was considered "Significant Influence" and $P > .05$ was considered "No Significant Influence".

3.0 RESULTS AND DISCUSSION

This section deals with data presentation, interpretation and discussion of findings. The results were presented in order of research questions and hypotheses that guided the study.

3.1 Data Presentation and Interpretation

3.2 Research Questions

The research questions were answered using Mean ratings and Standard Deviations. Responses and results are presented in Tables 1-5

Research Question 1: What is the influence of discipline on the Pupils' academic performance in public primary schools in Benue State?

Table1. Mean Ratings and Standard Deviations of the influence of discipline on the Pupils' academic performance in public primary schools in Benue State

S/N	Items	N	SA	A	DA	SD	\bar{X}	STD	Remark
1	Teachers who intervene when pupils talk at inappropriate times during class influence academic performance of their pupils	386	180	108	87	11	3.18	0.88	HI
2	Teachers who reward pupils for good behaviour in the classroom influence academic performance of their pupils	386	53	228	77	28	2.79	0.77	HI
3	Teachers who are often strict when it comes to pupils' compliance in the classroom influencing their academic performance	386	149	111	100	26	2.99	0.96	HI

4	Teachers who often ensure pupils participation in classroom influence their academic performance	386	128	152	61	45	2.94	0.98	HI
5	Teachers ensures classroom supervision to observes pupils' behaviour which influences their academic performance	386	129	125	98	34	2.90	0.97	HI
Cluster Mean and Standard Deviation							2.96	0.91	HI

Note: N= Total Number, VHI=Very High Impact, HI=High Impact, LI=Low Impact, VLI=Very Low Impact, \bar{X} = Mean, STD= Standard Deviation

Table 1 showed the Mean scores and Standard Deviation on the influence of discipline on the Pupils' academic performance in public primary schools in Benue State. Data showed that items 1-5 had Mean scores of 3.18, 2.79, 2.99, 2.94 and 2.90 with corresponding Standard Deviations of 0.88, 0.77, 0.96, 0.98 and 0.97 respectively. Based on the boundary criterion for decision making, it means that items 1, 2, 3, 4 and 5 mean scores are rated above the cut-off point of 2.50. The cluster Mean of 2.96 with Standard Deviation of 0.91 was also found to be above the cut-off point of 2.50. This indicated that discipline had influence on Pupils Academic Performance in public Primary Schools Benue State.tested.

Research Question 2. What is the influence of Teachers' communication Skills on the pupils' academic performance in public primary schools?

Table2. Mean Ratings and Standard Deviations of the influence of Teachers' communication Skills on the pupils' academic performance in public primary schools

S/N	Items	N	SA	A	DA	SD	\bar{X}	STD	Remark
6	Performance of teachers in the classroom depends upon their communication skills which in turn has influence on pupils academic performance	386	200	130	35	21	3.32	0.85	HI
7	Teachers pronouncing words correctly has influence on pupils' academic performance	386	118	191	51	26	3.04	0.84	HI
8	Teachers who express themselves clearly and eloquently make the understanding of the learners better and this influences the learners performance	386	100	121	83	82	2.62	1.09	HI
9	Teachers effective communication by clear use words hears to clearer understanding by the learners and this affects pupils' academic performance	386	214	134	6	32	3.37	0.87	HI

10	Teachers presentation of information in a way that is easy to comprehend influences pupils' academic performance	386	80	214	51	41	2.86	0.86	HI
Cluster Mean and Standard Deviation							3.04	0.90	HI

Note: N= Total Number, VHI=Very High Impact, HI=High Impact, LI=Low Impact, VLI=Very Low Impact, \bar{X} = Mean, STD= Standard Deviation

Table 2 shows that the Mean scores and Standard Deviations of items 6-10 are 3.32, 3.04, 2.62, 3.37 and 2.86 with the corresponding Standard Deviations of 0.85, 0.84, 1.09, 0.87 and 0.86 respectively. Based on the boundary criterion for decision making, it means that 6, 7, 8, 9 and 10 mean scores are rated above the cut-off point of 2.50. The cluster mean of 3.04 with Standard Deviation of 0.90 was also found to be above the cut-off point of 2.50. To confirm if teachers' communication Skills have influence on the pupils' academic performance in public primary schools the corresponding hypothesis is therefore tested.

3.3 Hypotheses Testing

Data from respondents are computed to test the hypotheses at 0.05 level of significance using Chi-square test. The results are presented in Tables 6-10 and detailed calculation are shown in Appendix G, page 147.

3.3.1Hypotheses One:

Discipline has no significant influence on pupils' academic performance in public primary schools in Benue State.

Table 6: Chi-Square Test of influence of discipline on pupils' academic performance in public primary schools in Benue State.

Response Options	Observed N	Expected N	df	X ² cal	Sign.	α-level	P-value	Remark
SA	128	96.5						
A	145	96.5						
DA	85	96.5						
SD	28	96.5						
Total	386		3	84.65	0.00	0.05	.000	significant

$P= 0.00 < 0.05$; $df= 3$ and x^2 calculated= 84.65

Table 6 showed that x^2 calculated=84.65 at $df = 3$; $p= 0.00 < 0.05$. It implies that the test is significant. This showed that the null hypothesis which states that Discipline has no significant influence on pupils' academic performance in public primary schools in Benue State was therefore rejected. This implied that discipline has significant influence on pupils' academic performance in public primary schools in Benue State.

3.3.2 Hypotheses Two:

Teachers' communication skills have no significant influence on pupils' academic performance in public primary schools.

Table 7: Chi-Square Test of influence of teachers' communication skills on pupils' academic performance in public primary schools.

Response Options	Observed N	Expected N	df	X ² cal	Sign.	α-level	P-value	Remark
SA	142	96.5						
A	158	96.5						
DA	45	96.5						
SD	41	96.5						
Total	386		3	120.05	0.00	0.05	.000	significant

$P = 0.00 < 0.05$; $df = 3$ and x^2 calculated = 120.05

Table 7 revealed that x^2 calculated = 120.05 at $df = 3$; $p = 0.00 < 0.05$. It means that the test is significant. This implied that the null hypothesis which stated that Teachers' communication skills have no significant influence on pupils' academic performance in public primary schools was therefore rejected. This result clearly shows that teachers' communication skills have significant influence on pupils' academic performance in public primary schools.

3.4 Discussion of Findings

This research work investigated the influence of teachers' classroom management on pupils' academic performance in public primary schools in Benue State. The findings of the study are discussed as follows:

The first finding of the study revealed that classroom discipline has influence on pupils' academic performance in public primary schools in Benue State. This finding agrees with Simba et al., (2016), who found that discipline positively influence pupils' academic performance in public primary schools in Muhoroni Sub-Country Kenya. The finding corroborates with Weli and Nnaa (2020), who discovered that adequate provision of set of rules for ensuring compliance will go a long way to influence academic performance of pupil and cautioning, corporal punishment of pupils will also go a long way to influence discipline and enhance high level of academic performance. The study also revealed that teachers who intervene when pupils talk at inappropriate times during class influence academic performance of their pupils. Teachers who often strict when it comes to pupils' compliance in the classroom influencing their academic performance Teachers ensure classroom supervision to observe pupils' behaviour which influences their academic performance. In the same manner, Njoroge and Nyabuto (2014), revealed that discipline is vital for pupils' academic performance because it helps to correct, mould and strengthen the individual behaviour in the class. Adeyemo (2015), discovered that where indiscipline is widely spread which is capable of obstructing the smooth functioning of the school system and thereby affect pupils' academic performance. Mafabi (2013), found that success is achieved in school when there is high level of discipline among teachers and pupils. Moreso, Masitsa (2018), found that discipline is widely acknowledged to be essential for creating a positive school climate conducive to sound academic performance. Gawe, et al., (2021), observed that effective discipline is needed in school for good academic

performance. When there is effective discipline in a school and in the classroom, effective teaching and learning can take place. If a school lacks effective discipline, the performance academically will be poor. Jones (2019) found that there is a direct relationship between academic performance and discipline or attendance. The finding also is in line with Keating and Rossouw (2019), who found that discipline has a significant influence on pupils' academic performance. However some studies (Gakure, 2013; Zimmerman & Kitsantas, 2014), revealed that discipline has minimal or no significant influence on pupils' academic performance. Even though there seems to be conflicting argument on influence of discipline on pupil's academic performance within the confines of the findings of the present study, it can safely be maintained that discipline has a positive influence on pupil's academic performance in public primary schools in Benue State.

The second finding revealed that teachers' communication skills have positive influence on pupils' academic performance in public primary schools in Benue State. This is in consonance with the findings of Obilor (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. The finding also corroborates with Nzekwe (2013), who discovered that teachers' communication styles have positive influence on pupils' self-esteem. The study also discovered that teachers pronouncing words correctly has influence on pupils' academic performance. Performance of teachers in the classroom depends upon their communication skills which in turn has influence on pupils' academic performance. Teachers who express themselves clearly and eloquently make the understanding of the learners better and this influences the learners' performance. This finding agrees with Chiron (2019), who found that good communication skills of teacher are the basic need of academic success of pupils, and their professional success in life. Fundamental to teacher and student success is the teacher's ability to communicate effectively with pupils, parents and colleagues. In the same vein, Etsey (2015), discovered that good communication minimizes the potential of misunderstanding during the process of teaching and learning. For a teacher, it is very pertinent to have good communication skills to create good classroom environment for effective teacher-student interaction to promote effective learning by students and acquisition of desired professional goals. Oviawe (2016), revealed that communication skills of teachers are crucial in the delivery of education to pupils. A teacher's ability to communicate effectively is critical in the transmission of education, classroom management, and contact with pupils in the classroom. Also, Friddie (2018), supported the view that the better teachers' communication skills, the more teachers perform designated tasks effectively. When there is a free flow of communication between the teachers and pupils productivity will be enhanced thereby having positive influence on pupils' academic performance. This view supported the finding of Kareva (2019) that good communication skills of teacher are the basic need of academic success of pupils. Nzekwe (2013), found that teachers' communication skills have significant influence on pupils' academic performance. This is because good communication skills help the teachers explain some concepts and terms to the pupils effectively. Tella (2018), found that teachers' communication skills had significant correlation with pupils' performance scores, while teacher's attitude, qualification and experience were not significant

correlation with pupils' achievement in mathematics. This is also in agreement with Agbo (2016), who found that assertive communication styles promotes mastery motivational pattern while aggressive communication styles promotes performance and avoidance motivational patterns from the result. There is no counter opinion of all the literature reviewed as it concerns influence of teachers' communication skills on pupil's academic performance in public primary schools in Benue State. In the same vein, within the limits of the findings of this study, it can safely be said that teachers' communication skills have positive influence on students' academic performance in public primary schools in Benue State.

This study investigated the influence of teachers' classroom management practices on pupils' academic performance in public primary schools in Benue State. To achieve the objective of the study, five research questions guided the study and five hypotheses were tested at 0.05 level of significance. The study adopted Behavioural Learning Theory by Skinner 1950 and Cognitive Development Theory by Piaget 1936. Literature was reviewed on the concepts; classroom management, pupils' academic performance. In addition, the variables of discipline, teachers' communication skills, learning environment, instructional materials and teachers' personality traits were reviewed according to their influence on the pupils' academic performance in public primary schools. The reviewed studies however failed to capture some of the variables that the current study investigated. There are also variations in geographical locations, population and the usage of data analytical tools. These were the gaps that were filled by the present study. Survey research design was adopted for the study. The population of the study is 15,739 public primary school teachers in the 23 Local Government Areas of Benue State. The sample for this study is 390 out of 15,739 teachers from 2,748 public primary schools in Benue State derived through using Taro-Yaman's Formula. The 390 respondents were sampled from 96 public primary schools representing 3.5% of 2748 public primary schools in Benue State. The instrument that was used for data collection was a structured 25-item questionnaire titled "Influence of Teachers' Classroom Management Practices on Pupils' Academic Performance Questionnaire" (ITCMPPAP) with a reliability coefficient of 0.78 Mean (x) and Standard Deviation were used to answer the five research questions. While, the chi-square (χ^2) test of goodness of fit was used in testing the research hypotheses at 0.05 alpha level of significance. The findings of the study showed that:

1. Discipline has positive influence on pupils' academic performance in public primary schools in Benue State.
2. Teachers' communication skills have positive influence on pupils' academic performance in public primary schools in Benue State.

4.2. Conclusion

In view of the findings of this study, it was concluded that teachers' classroom management practices positively influence pupils' academic performance in public primary schools in Benue State.

4.3 Recommendations

Based on the findings of the study, the following recommendations were made:

1. Head teachers should ensure that classroom teachers maintain discipline during teaching and learning so as to curtail pupils' behaviour that are capable of jeopardizing their academic performance in primary schools. Similarly, parents also should be encouraged to be involved in the maintenance of discipline in schools.

2. School authorities should provide conducive learning environment for effective teaching and learning leading to enhance pupils' academic performance.

REFERENCES

- Akubue, A.U. (2016). Effect of school location on students achievement. *Journal of Educational Research*, 2 (1) 109 – 110.
- Bua, F.T & Ada, J.N (2013). Influence of classroom management on students' academic performance in secondary schools in Zone B Senatorial District of Benue State, *African Journal of Arts, Science and Educational Issues (AJASEI)*, 1(1): 153-162
- Adeyemo, S.A. (2013). The relationship between effective classroom management and students' academic achievement. *European Journal of Educational Studies*, 4(3): 367-381
- Agbo, O. (2016). Teachers' Communication Styles and Learners' Motivational Patterns in Primary school. *Unpublished M.Ed. Thesis Department of Education, University of Nigeria, Nsukka*
- Akpakwu, S.O. (2012). *Educational management: theory and Practice*. Makurdi: Destiny Venture
- Akubue, A.U. (2016). Effect of school location on students achievement. *Journal of Educational Research*, 2 (1) 109 – 110.
- Bua, F.T & Ada, J.N (2013). Influence of classroom management on students' academic performance in secondary schools in Zone B Senatorial District of Benue State, *African Journal of Arts, Science and Educational Issues (AJASEI)*, 1(1): 153-162
- Chiron, K. (2019). Communication style and teaching methods. *International Journal of Educational Communication*, 2(3): 68-79
- Etsey, K. (2015). Causes of Low Academic Performance of Secondary School Learners in The Shama Sub-Metro of Shama Ahanta East Metropolitan Assembly of Ghana. Regional Conference of Education in West Africa, Dakar Senegal, 1st – 2nd November 2015
- Freddie, S. (2018). What are the benefits of communication skills to teacher. 2018. <https://work.chron.com/benefits-communication>
- Gawe, N, Jacobs, M, and Vakalisa, N. (2021). *Teaching and learning dynamics: a participative approach for OBE*. Johannesburg: Heinemann.
- Jones, V.F., & Jones, L.S. (2019). *Comprehensive classroom management: Creating communities of support and solving problems* (10th ed.). Prentice Hall.
- Kareva, V. (2019) The Influence of classroom communication on student commitment to the university. *European Scientific Journal*, 7(26): 90-104

- Mafabi, (2013). *Education management and administration*. Makerere University: Kampala
- Masitsa, G. (2018). Discipline and disciplinary measures in the Free State township schools: Unresolved problems. *Acta Academica*, 40(3): 234 - 270. Retrieved from http://reference.sabinet.co.za/sa_epublication_article/academ
- Njoroge, P. M., & Nyabuto, A. N. (2014). Discipline as a factor in academic performance in Kenya. *Journal of Educational and Social Research*. 4 (1): 289-307. doi:10.5901/jesr.2014.v4n1p289
- Tella, A, (2018). Teacher variables as predictors of academic achievement of primary schoolpupils Mathematics: *International Electronic Journal of Elementary Education* 1(1), 212-234. IEJEE www.iejee.com
- Wisethrinthong, K., Sirisuthi C., & Weangsamoot, V. (2012). The development of classroom management system for the educational extension schools. *European Journal of Social Sciences*, 30(2): 313-320