Influence of Teachers' Classroom Management Style on Pupils' Motivation for Learning and Academic Achievement in Kwara State

Olabisi Adedigba*
University of Ilorin, NIGERIA

Folasade R. Sulaiman
Tai Solarin University of Education, NIGERIA

Abstract: This study investigated the influence of teachers' classroom management on pupils' motivation for learning and academic achievement in Kwara State. Descriptive survey design was adopted. The population was all primary teachers and pupils in Ilorin Metropolis, Kwara State. The sample size was 250 teachers and all pupils in their classrooms. One research questions and four hypotheses guided the study. The instruments used to collect data were researchers' developed instruments titled 'Teachers' Classroom Management Style Observation Scale (TCMOS) and Pupils' Motivation for Learning Rating Scale (PMLRS) with reliability coefficients of 0.82 and 0.86 respectively. Data collected were analysed using descriptive statistics, linear regression, t-test and Analysis of Variance (ANOVA). All hypotheses were tested at 0.05 level of significance. The results showed that there was significant influence of classroom management styles on pupils motivation for learning ($F_{(1,248)} = 121.155$, $p < 0.05$) and their academic achievement ($F_{(1,248)} = 28.947$, $p < 0.05$). It was therefore recommended that teachers should be encouraged to adopt appropriate classroom management to motivate pupils to learn for improved academic achievement. Also, courses on classroom management and leadership should be integrated into the teacher training curriculum while regular retraining of in-service teachers should be encouraged.

Keywords: *Leadership style, motivation for learning, academic achievement, classroom management style.*

Introduction

All the way through times past, teachers are considered as the key elements in the teaching and learning process. They are also the principal actor in working towards the achievement of the aims and objectives of education. The teacher in the educational process, plans, organizes and controls the students' activity and consequently appears in the position of a leader. As a leader, he is saddled with the responsibility to make provision for all the procedures necessary for the establishment and maintenance of an environment that is conducive and appropriate for learning. The way the teacher structures his daily schedule, sets up his classroom, plans daily lessons and sets expectation for students' behaviour will determine the success of teaching and learning. One of the yardstick for determining the effectiveness and efficiency of a teacher is to measure how well he/she is able to cope with the demand of the responsibilities saddled on him and the learners' outcome (Adeyemi & Bolarinwa, 2013; Anyakoha & Anyanwu, 2006; Jones & Jones, 2012).

Teachers find themselves in the classroom filled with pupils from dissimilar background, varied interest, of wide-ranging behaviour and different abilities. In an attempt to take care of these differences, the teacher unavoidably needs to carefully manage the classroom and the environment (Bulger, et.al., 2002; Doyle, 2006; Shin & Koh, 2007). Management of the classroom is an important skill a teacher needs in order to successfully build a secure and effective learning environment for pupils' quality education. One of the basic elements of teaching identified by several authors is the teacher's ability to organize instructions for learning (Evertson & Neal, 2005; Jones & Jones, 2012; Martin et al., 2003). Okoth (2000); Marzano and Marzano (2007) and Margaret (2014) also observed that pupils' academic achievement and attitude towards learning can be greatly determined by the teachers' classroom management. Teachers are expected to be able to apply strategies that will encourage pupils to learn regardless of the major constraints of inadequate physical facilities and teachers' work environment (Arogundade & Bolarinwa, 2011;

---
* **Corresponding author:**
Olabisi Adedigba, Department of Adult and Primary Education, University of Ilorin, Ilorin, Nigeria. ✉ olabisippp@gmail.com

Zuckerman 2007). According to Akpakwu (2008), the leadership style a teacher chooses to perform his/her tasks will determine whether the task at hand and long-term organizational goals will be accomplished accomplish or not.

Classroom management has been described in literature by several authors. Doyle (2006) refers to it as the actions teachers take to maintain order in the classroom. Some say it is a function of the interaction between teachers and learners that bring self-control and respect for authority (Alderman, 2004; Bush, 2008; Kimacia, 2007; Ritter, 2003). Classroom management is an extensive and essential component that expresses how a teacher manages the learning activities, the pupils' behaviour and other social rapport in the classroom (Benchman & Menckhoff, 2008; Martin et al., 2009; Martin & Yin, 2009). For effective classroom management, a teacher must have good knowledge of the pupils' individual learning needs, psychological desires and be able to establish an encouraging teacher-pupil relationship that benefits pupils' mental and emotional needs. Also, he should be able to use a teaching method that will be responsive to pupils' learning and developmental needs (Akiri & Ugborugho, 2009; Fadipe, 2000; Gonzales, 2004; Harris & Muijis, 2005). In addition, effective classroom management includes teachers' organizational and group management methods that maximize pupils' task behaviours as well as counseling and behavioural methods which includes examining and correcting pupils' inappropriate behaviours (Muli, 2005; Iqbal, 2005; Harris & Muijs, 2005; Margaret, 2014).

Three types of classroom management style that teachers can adopt have been identified by Lewin et al. (1939). These are authoritarian leadership, permissive leadership and democratic leadership. As identified by Margaret (2014), the authoritarian leadership is the centre of all powers and directs firmly the action of pupils. He plans the class activities by himself and insists that pupils must follow. In his classroom, the teacher adopts a teacher-centred approach with minimal participation of pupils. Pupils are passive learners and they are not allowed to express their views (Bulger et al., 2002; Bush & Crawford, 2012; Harris & Muijs, 2005). In the case of democratic leadership style, teacher never imposes order, learners are free to choose with whom to work, the pupils determine the distribution of tasks, and teacher tries to be objective in giving praise and criticism. The teacher respects the individuality of the pupils and attempts as much as possible to make each pupil feel that he is an important member of the class. Democratic style of leadership encourages participation among the groups and leaders in teaching and learning process. The leaders and subordinates play equal role as there is exchange of thoughts and concepts among pupils and the teacher while communication is multidirectional (Bulger et al., 2002, Evertson & Neal, 2005; Harris & Muijs, 2005; Margaret, 2014). Democratic leaders also tend to be more flexible, responsive to pupils' needs, are able to motivate pupils to participate in decision-making and encourage initiative of working effectively even in the absence of the leader. The third leadership style also identified among teachers is laissez-faire or permissive. Here, the leader believes there should be no rules and regulations. Margaret (2014) describes laissez-faire classroom management style as one where the teacher allows pupils to work and do as they wish with minimum interference. The teacher does not direct or guide pupils' activities. He is hands-off and allows pupils to make decisions. He does not impose ideas but gives pupils freedom to do what they like (Brophy, 2006; Martin et al., 2003; Okumbe, 2001).

Jones & Jones (2012) submitted that promoting quality education is through effective classroom leadership style which is characterized by creating an environment in which all pupils feel safe and confident. Also, effective classroom management style involves respecting and welcoming the ideas of pupils, valuing their opinions regardless of the correctness and addressing inappropriate behaviour in a positive manner. It becomes imperative for a teacher to demonstrate good and effective classroom management to ensure effectiveness of teaching and learning and overall achievement of learning outcome among pupils (Alimi, et.al. 2011; Anyakoha & Anyanwu, 2006; Bulger, et al., 2002; Edmund & Stough, 2001; Harris & Muijs, 2005; Muli, 2005; Wangui, 2007). Literature pointed out different ways effective teachers can exhibit classroom control for the benefit of the learning and teaching. Bulger et al. (2002), and Jones and Jones (2012) submitted that teachers should create a positive learning environment by conveying their enthusiasm and passion for the teaching and learning activities, maintaining a relationship that will motivate pupils to learn. For example, calling pupils by their names, moving among them to ensure their full concentration and strengthening their participation are all strategies teachers can use to establish a positive relationship and effective control in the classroom. All these actions will motivate pupils to learn and make classroom management stress-free for the teacher.

Studies have revealed that the quality of leadership in a school could have a momentous effect on students' achievement. In the absence of good classroom management, there is possibility of disorderliness which can have undesirable effects on the teaching-learning process, and the standard of pupils' performance (Khatib & Ghannadi 2011; Muli, 2005; Moore, 2008; Oyetunji, 2006; Wangui 2007; Wisetrinthong et al., 2012). Moore (2008) in a study assessed 270 pupils and 19 grammar school classroom teachers and found that relationships exist between some classroom management strategies and higher student achievement scores in various elementary settings. Khatib and Ghannadi (2011) studied influences of classroom management on learners' achievement in English Language focusing on the recognition and production of phrasal verbs. Finding showed that the group that received the intervention had significant higher scores than the group where no intervention was given. Bennett (2001) reported in Sowell (2013) also found that classroom climate which is majorly determined by the teacher's classroom management was associated to mathematics achievement. According to Wisetrinthong et al. (2012), classroom management is intended to provide pupils with more opportunities to learn. Teachers' ability to manage the pupils' behaviour and class activities can make

or mar the learning activities and other aspect of the school success. Quality education is guaranteed where the teacher is able to manage the environment in such a way that pupils will feel safe, respected, motivated and empowered with academic activities.

Studies also confirmed the relationship between motivation and learning. Among many factors that can predict learners' failure or poor learning outcome, lack of motivation is the main reason for most students. Motivation will provide an individual with an internal drive that channels behaviour towards achieving a particular goal or task and empowers one to be tenacious in completing the task successfully (Alderman, 2004; Brophy, 2004; Marcou & Phillippou, 2005; Reeve, 2007). Wiseman & Hunt (2008) opined that for pupils to learn they must be well motivated because motivation is the key that will unlock their minds to assimilating what they are learning. This assertion was also confirmed by Adedigba (2015) who stated that motivation is an important and one of the major determinants of how well a child learns. Motivation has to do with the pupils' desire to participate in learning process. If motivation does influence pupils' learning and outcome, then it is important to investigate what can influence pupils' motivation to learning.

Two types of motivation are identified in literature. These are intrinsic and extrinsic motivation (Gbollie & Keamu, 2017). Intrinsic motivation is the ability to internally motivate oneself to accomplish a desired task. This refers to behaviour that is internally driven. It makes a child to complete a skill or activity based on personal interest and enjoyment which is not for external rewards. Extrinsic motivation means that an individual's driving force comes from things that are external in nature. In order words, the impetus to undertake an assignment or do something is controlled by an external reward (Alderman, 2004; Brophy, 2004; Gbollie & Keamu, 2017; Marcou & Philippou, 2005).

Regardless of the type of motivation, literature confirmed that both are important. They have influence on pupils' behaviour, how they pursue goals and determine their learning outcome. According to Marcou and Phillipou (2005); Wiseman and Hunt (2008), good relationship and effective classroom control help to sustain pupils' interest in classroom learning activities and maintain a motivating environment. For example, allowing children to participate in classroom discussion and making decision on how a task will be accomplished can give them intrinsic motivation rather than compelling them to do an activity. Also, when children are encouraged and allowed to ask questions, they are able to think themselves and encouraged to participate in an activity. The teachers' use of vocal variation, facial expression, movement, and gesture can as well attract pupils' attention and help them to quickly process information. Children feel satisfied and ready to learn and work where the aforementioned are present as confirmed by Akpakum (2008) who stated that a satisfied pupil is an effective pupil.

Over time, literature has confirmed the decline in pupils' academic achievement in Nigeria and this has become an issue of worry to many due to the important role of education in national development particularly in primary education (Adeyemi & Bolarinwa, 2013; Anyakoha & Anyanwu, 2006; Akiri & Ugborugho, 2009; Lota, 2008). Among many other factors, empirical research has pointed out that one of the essential determinants of success or failure in education is the classroom management style which a teacher adopts in managing the pupils. For example, some studies found that students outcome were better when the teachers' classroom management style is effective (Evertson & Neal, 2005; Martin & Yin, 2009; Marzano & Marzano, 2003; Okoth, 2001). Studies have also been conducted on teachers' beliefs on classroom management and influence of teachers' characteristics, like years of experience and educational qualification but not many focused on learners' motivation for learning (Foxworthy, 2006; Kimacia, 2007; Lantz, 2008; Martin & Yin, 2009; Ritter, 2003). Literature also pointed out that while some researchers have turned to leadership as a means to improving students learning some have failed to discern if a teacher's leadership is related to learning (Yildirim et al., 2008).

Research in western nations like Britain and America seem to be conclusive that teachers' leadership styles influence academic achievement. Nevertheless, it was also evident from literature that many of these studies were conducted using secondary education. Bush and Crawford (2012) in their study revealed that only 15 papers have focused on primary education in the past decade, compared to 41 on secondary schools. In Kwara State, there is no much literature showing the extent to which teachers' classroom management style influences pupils' motivation for learning and academic achievement. The aspect of pupils' motivation for learning has not been so much explored along with teachers' classroom management.

Without mincing words, this aspect still needs to be examined to see how it relates to pupils' learning. Therefore, this study examined the influence of teachers' classroom management style on pupils' motivation for learning and their academic achievement in Ilorin Metropolis, Kwara State. So also, the existing studies (Kimacia, 2007; Lantz, 2008; Winter et al., 2001) on the subject of the relationship between leadership management and variables like gender and age are controversial. Some research found a positive correlation between age and leadership while some others found a zero or negative correlation. Also, why the classroom management strategies of some teachers are stronger than others still remains uncertain. In order to add to the existing studies to clear these ambiguities, this study also assessed the differences in the teachers' classroom management style based on gender and age.

The study examined the most frequently used classroom management style among the teachers and the relationship between the teachers' classroom management style**,** pupils' motivation for learning and academic achievement. It also investigated the differences of gender and age on teachers' classroom management style.

Methodology

Sample

The design adopted for this research was descriptive survey design. The population consisted of all teachers and pupils in public and private schools in Ilorin Metropolis of Kwara State. The study used a sample of 250 primary school teachers and pupils in their classrooms in 2019, which were randomly selected from 50 schools across Ilorin Metropolis. Both males and females teachers were used across primary one to six with the mean age of 31 years old. Among the participants included in the sample, 135 of them (54.0%) were female, 115 of them (46.0%) were male, 143 of them (57.2%) had educational qualification of National Certificate of Education (NCE), 93 of them (37.2%) had bachelor degree while 14 of them (5.6%) had postgraduate qualification. The estimated sample size was determined based on the number of teachers that constituted the population (697). According to Krejcie and Morgan (1970), 250 participants as sample size is considered appropriate in the light of the population.

Measures

Demographic information of the preschool teachers' gender and age were obtained using personal information form. Two researchers' self-constructed instruments and recording sheets were used for data collection in this study. These were 'Teacher's Classroom Management Style Observation Scale (TCMSOS), Pupils' Motivation for Learning Rating Scale (PMLRS) and recording sheets for pupils' scores in three subjects: Mathematics, English Language and Basic Science.

Teacher's Classroom Management Style Observation Scale: The observation scale contained 15 items to rate the teacher's leadership style and interaction with the pupils in the classroom with items focusing on the three prominent classroom leadership styles which are authoritarian, democratic and permissive leadership styles. The items were constructed in 4-point Likert scale of AA-Almost Always, A-Always, S- Sometimes and N-Never. The reliability of the instruments was done by administering each of the instruments to twenty teachers who did not partake in the study. The test-re-test method was used and the Pearson Product Moment Correlation was used to determine the reliability coefficient of the instrument yielded 0.82.

Pupils' Motivation for Learning Rating Scale (PMLRS): This instrument consisted of 20 items in 3-point Likert-type of Always, Rarely and Never rating pupils' drive to learn. Internal consistency coefficient of the scale was determined using test-re-test method. The rating scale was administered to twenty pupils who were not involved in the real study and analysed with Pearson Product Moment-Correlation. The reliability index of 0.86 was obtained.

Recording Sheets: Recording sheets were used to harvest pupils' first term and second term results in three subjects, English Language, Mathematics and Basic science while their midterm continuous assessment in the same subjects were also recorded.

Data Analysis

Descriptive statistics of frequency counts, simple percentage and mean were used to answer the research question. Inferential statistics of linear regression, Pearson product moment correlation, independent samples t-test and Analysis of Variance (ANOVA) were used to analyse the formulated hypotheses at 0.05 level of significance.

Ethical Approval

The researchers sought for permission from the school authorities of the selected schools and the consent of participants before carrying out the observation. Due process was also followed to request for the broad sheets containing the pupils' previous assessment records. Teachers in selected schools were observed by the researchers and research assistants during teaching and other activities the teachers carried out with the pupils without obstructing their normal schedule. The teachers and the pupils were also assured of confidentiality as the information gathered would be used for research purpose only.

Results

Descriptive statistics of frequency counts, simple percentage and mean were used to determine the most regularly used classroom management style among the teachers as in Table 1.

Table 1. Frequencies, Percentages and Means Scores Showing the Most Regularly Used Classroom Management Style among the Teachers.

S/N	Teachers' Classroom Management Styles	Always	Almost Always	Sometimes	Never	Mean
	Authoritarian					
1	The teacher expects high discipline to maintain order	130(52.0)	60(24.0)	40(16.0)	20(8.0)	3.20
2	The teacher does not always allow pupils participation	155(62.0)	40(16.0)	55(22.0)		3.40
3	The teacher makes learning teacher centered	160(64.0)	60(24.0)	20(8.0)	10(4.0)	3.48
4	The teacher gives punishment to pupils often	120(48.0)	75(30.0)	40(16.0)	15(6.0)	3.20
5	The teacher makes sure his rules are strictly adhered to	110(44.0)	70(28.0)	55(22.0)	15(6.0)	3.10
	Weighted Mean					**3.28**
	Democratic					
6	The teacher is more concerned of meeting pupils needs in the classroom than correcting pupils behaviour	15(6.0)	25(10.0)	40(16.0)	170(68.0)	1.54
7	The teacher develops plan to help pupils evaluate their own performance	40(16.0)	125(50.0)	75(30.0)	10(4.0)	2.78
8	The teacher appreciates pupils opinion in the classroom while teaching	65(26.0)	145(58.0)	35(14.0)	5(2.0)	3.08
9	The teacher makes learning child-centered	105(42.0)	95(38.0)	40(16.0)	10(4.0)	3.18
10	The teacher cares about the wellness of the pupils	140(56.0)	75(30.0)	25(10.0)	10(40.0)	3.38
	Weighted Mean					**2.79**
	Laissez-Faire					
11	The teacher does not show concern about pupils personal problem	40(16.0)	50(20.00	65(26.0)	95(38.0)	2.14
12	The teacher does not care about the wellness of the pupils	45(18.0)	50(20.0)	40(16.0)	115(46.0)	2.10
13	The teacher is less concerned about the pupils in the classroom	30(12.0)	65(26.0)	50(20.0)	105(42.0)	2.08
14	The teacher does not direct or guide pupils activities	50(20.0)	55(22.0)	35(14.0)	110(44.0)	2.18
15	The teacher does not give rules in the classroom	15(6.0)	85(34.0)	105(42.0)	45(18.0)	2.28
	Weighted Mean					**2.16**

Table 1 showed the most frequently used classroom management style of the teachers. The teachers sometimes used laissez-faire (2.16) leadership style while the teachers almost always used authoritarian (3.28) followed by democratic leadership style (2.79). It is apparent from the mean comparison that authoritarian leadership style had the highest weighted mean (3.28) which is a numeric indicator that authoritarian leadership style is the most frequently leadership style used by the teachers.

Pearson Product Moment Correlation was used to find out if there is any significant relationship between independent variable (the classroom management style) and dependent variable of pupils' motivation for learning.

Table 2. Pearson Correlation Showing Relationship between Teachers' Classroom Management Style and Pupils' Motivation for Learning

Model	N	R	R Square	Adjusted R Square	F	Sig
1	250	.491	.241	.239	121.155	.000

Dependent variable: Motivation for learning

Table 2 showed the relationship of teachers' classroom management style to motivation for learning. The result indicated that there was positive relationship between classroom management style and motivation for learning (R = .491) while the R-Square is .241 which means that the independent variable (teachers' classroom management style) explained 24.1% variation of the dependent variable (motivation for learning). This indicates a good fit of the

regression equation. Thus, this is a reflection that teachers' classroom management style significantly influenced motivation for learning ($F_{(1,248)}$ = 121.155, p < 0.05). The hypothesis is therefore rejected in the light of the result since the significant value is less than 0.05.

Pearson Product Moment Correlation Measurement was used to find out if there is any significant relationship between independent variable (the classroom management style) and dependent variable of pupils' academic achievement.

Table 3. Pearson Correlation Showing Relationship between Teachers' Classroom Management Style and Pupils' Academic Achievement

Model	N	R	R Square	Adjusted R Square	F	Sig
1	250	.613	.376	.363	28.947	.000

Dependent variable: pupils' academic achievement

Table 3 showed the relationship of classroom management styles on pupils' academic achievement. The result indicated that there was positive relationship between teachers' classroom management style and pupils' academic performance (R = .613) while the R-Square is .376 which means that the independent variable (classroom management style) explained 37.6% variation of the dependent variable (pupils' academic performance). This indicates a good fit of the regression equation. Thus, this is a reflection that classroom management has significant relationship with pupils' academic achievement ($F_{(1,248)}$ = 28.947, P < 0.05). The hypothesis is therefore rejected in the light of the result since the significant value is less than 0.05.

Results of t-test analysis showing the difference in the female and male teachers' classroom management styles are presented in Table 4.

Table 4: Summary of T-Test Analysis on Teachers' Classroom Management Style on the Basis of Gender

Gender	N	Mean	Std. Deviation	t	Df	Sig.	Remark
Female	135	39.41	6.67				Not significant
				1.470	248	.143	
Male	115	38.13	7.15				

Table 4 showed the difference in the teachers' classroom management style based on gender. There was no significant difference in the teachers' classroom management style based on gender (t = 1.470; df = 248; p > 0.05). The hypothesis is therefore not rejected in the light of the result since the significant value is greater than 0.05. This implies that gender had no significant influence on teachers' classroom management style

ANOVA was used to analyse the differences between the type of classroom management style adopted by the teachers' and their age as shown in Table 5.

Table 5: Analysis of Variance (ANOVA) Showing the Teachers' Classroom Management Style on the Basis of Age

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	213.780[a]	3	71.260	1.539	.217
Intercept	34149.444	1	34149.444	737.638	.000
Age	213.780	3	71.260	1.539	.217
Error	2129.600	246	46.296		
Total	77693.000	250			
Corrected Total	2343.380	49			

As shown in Table 5, there was no significant difference in the teachers' classroom management style based on age ($F_{(3,246)}$ = 1.539; p > 0.05). The hypothesis is therefore not rejected in the light of the result since the significant value is greater than 0.05. This implies that age had no significant influence on teachers' classroom management style.

Discussion

The study revealed that most teachers frequently used authoritarian classroom management style. This was not in line with Good and Brophy (1986) who described that teacher's aim in the classroom is to develop pupils' inner self control and not to apply control over them. This finding was in line with Iqba (2005) who found significant relationship between authoritative leadership style and the school effectiveness as compared to democratic style in schools. The reason why teachers used authoritarian leadership regularly than other types of leadership style might be that the teachers view classroom management the same Ada (2004) sees classroom discipline as a function of the interaction between teacher and students which brings about self-control and respect for authority.

The result showed a significant relationship between teachers' classroom management style and pupils' motivation for learning. This is in agreement with Good and Brophy (1987) who submitted that when learning occurs under too strict environment, pupils will not gain anything from the learning because they will pay more attention to fearing the teacher and this will distort their assimilation level. The result also confirmed the statements of Akpakum (2008) who stated that a satisfied pupil is an effective pupil and Wiseman and Hunt (2008) who emphasized that motivation is the key that will unlock pupils' minds to assimilate what they are learning. This corroborated Jones and Jones (2012) assertion that an effective classroom management is characterized by safe environment, respect for pupils' opinion, creates confidence that their ideas and opinions are valued and gives them motivation to learn. The finding was also in support of Adedigba (2015) who stated that motivation is an important and one of the major determinants of how well a child learns and gives drive to participate in learning process.

The result also showed significant influence of teachers' classroom management style on pupils' academic achievement. This was in line with Valesky and Hirth (1992) who affirmed that democratic style produced higher test scores and Iqba (2005) who found that authoritarian leadership style had a significant effect on the school effectiveness. The finding also corroborated Yildirim et al. (2008) who found an association between teachers with a democratic leadership style and successful students' achievement and a connection between autocratic leadership style and unsuccessful student achievement.

The research also showed that fewer teachers used laissez-fair leadership style and this corresponds with Merrett and Wheldall (1990) who found then that not many teachers approved or used laissez faire in their classroom. This might be as a result of teachers' understanding of their role as the manager of the classroom and that nonintervention in the classroom will not yield any positive result or outcome for children.

There was no significant difference in teachers' leadership style based on age. The result was not in line with the Mirani et al. (2003) who explore the leadership competencies and found strong significant differences between the age groups and leadership competencies. The result was also not in support of the view of Vugt (2006) who found that age is strongly connected to leadership. Kotur and Anbazhagan (2014) were also not in agreement with this finding, as he viewed age as one of the factors that determine the leadership style. Apart from the professional and academic knowledge, it is commonly believed that age and experience might play important roles in leadership behaviours. There is also the belief in many cultures that people become wiser as they grow old because of the experiences they have gathered overtime.

The result also revealed no significant difference in teachers' leadership style based on gender. This was against the claim of Winter et al. (2001) that current psychological research on leadership suggests that men and women exhibit different leadership styles. This was further supported by Bullough (2015) claim that classroom management of male teachers is different from that of female teachers. Rahimi and Asadollahi (2012) also believed that gender doesn't have any relationship with classroom management. However, some studies were not in agreement with this finding by showing that gender does have impact on classroom management. This was confirmed by Beckman and Menkhoff (2008) who found that women are significantly more hostile, tend to be more over-confident and behave less competitively oriented. Also, Nejati et al. (2014) found differences in female and male teachers' area of classroom management. He found women to be better at using instructional strategies and males at engaging and controlling students. Irrespective of the gender, the most important concern in early childhood and primary classrooms is the teacher's ability to use effective strategies in managing the classroom, which might not necessarily be determined by gender or age.

Conclusion and Recommendations

The main finding of this study revealed positive relationship between leadership style and pupils' motivation for learning and their academic achievement. In line with this finding, it can be recommended that teachers should identify and use appropriate classroom management to motivate pupils to learn and encourage improved academic achievement. Every teacher in early childhood classroom should deliberately work on effective leadership and management of their classrooms.

The study showed that teachers' most frequently used classroom leadership style is authoritarian. Literature revealed that authoritarian and laissez faire classroom management styles do not produce much positive effect compared to democratic style (Beckman & Menkhoff, 2008; Bulger et al., 2002; Doyle, 2006; Margaret, 2014; Martin & Yin, 2009). In order to facilitate the smooth running and efficient service delivery of childhood services, a teacher needs good understanding of different leadership styles and the strengths and weaknesses of each style. An early childhood and primary education teacher must develop a solid understanding of the pupils' needs, establish positive student-teacher relationship that aids pupils' needs and facilitate optimal learning. Therefore, teachers are encouraged to use more of democratic and less of authoritarian management style.

The study revealed no significant difference in the teachers' leadership style based on gender and age. That is to say gender and age of the teachers do not have any influence on their classroom leadership style. In exhibiting quality classroom management style, gender discrimination should not be encouraged. The most important thing is that the

teacher should have adequate knowledge and demonstrate the skills of an effective manager and leader in the classroom. Every teacher in childhood classroom regardless of age and gender by the virtue of their training is expected to be able to adopt administrative and instructional methods that can motivate and get the best out of pupils on task and as well use behavioural methods that can constructively correct pupils' inappropriate behaviors.

Considering the findings that teachers' classroom leadership style has influence on pupils' motivation for learning and their academic achievement, age as well as gender do not make any discrimination in the teachers' adoption of leadership style, it is therefore suggested that the curriculum of teacher education for early childhood and primary education incorporate courses on strategies for classroom management and leadership in education. It is also important that in-service teachers be regularly retrained through workshops, seminars and conferences to update their knowledge of contemporary issues related to leadership style or model that fits the pupils' need and culture and would lead to enhanced school performance.

References

Ada, N. A. (2004). Strategies for effective classroom organization and management. In *The practice of teaching perspective and strategie. A resource manual for today's teachers.* Oluseyi Press limited.

Adedigba, O. (2015). The influence of aesthetic school environment on children's motivation for learning and school attendance in Ilorin Metropolis. *Journal of Early Childhood Association of Nigeria*, *5*, 363- 374.

Adeyemi, T. O., & Bolarinwa, R. (2013). Principals' leadership styles and student academic performance in secondary schools in Ekiti State, Nigeria. *International Journal of Academic Research in Progressive Education and Development*, *2*(1), 187-198.

Akiri, A., & Ugborugho, N. M. (2009). Teacher effectiveness and students' academic performance in public secondary schools in Delta State, Nigeria. *Studies on Home and Community Science*, *3*(2), 107-113.

Akpakwu, S. O. (2008). *Essentials of educational management.* Jalim Press Nigeria Ltd.

Alderman, M. (2004). *Motivation for achievement: possibilities for teaching and learning* (2nd ed.). Lawrence Erlbaum.

Alimi, O. S., Alabi, F. O., & Ehinola, G. B. (2011). Teacher's perception of principal leadership effectiveness in public and private secondary schools in Ondo State. *Global Journal* USA, *11*(12), 22-27.

Anyakoha, E. U., & Anyanwu, G. A. (2006). The relationship between academic goal orientation and the academic achievement of school-aged children. *Journal of Home Economics Research*, *7* (Special Edition), 242-247.

Arogundade, B. B., & Bolarinwa, D. A. (2011). Teachers' work environment as correlate of classroom management in Ekiti state government secondary schools. *Journal of Emerging Trends in Educational Research and Policy Studies*, *2*(4), 234-238.

Beckman, D., & Menkhoff, L. (2008). Will women be women? Analyzing the gender difference among financial experts. *Kyklos*, 61(3), 364–384.

Brophy, J. (2004). *Motivating students to learn. Second Edition.* Lawrence Erlbaum Associates, London.

Brophy, J. (2006). History of research on classroom management. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (pp. 17–43). Erlbaum

Bulger, S. M., & Mohr, D., & Walls R. (2002). Stack the deck in favor of your students by using the four aces of effective teaching. *Journal of Effective Teaching*, *5*(2).

Bullough, R. V. (2015). Differences? Similarities? Male teacher, female teacher: An instrumental case study of teaching in a Head Start classroom. *Teaching and Teacher Education, 47*, 13-21. https://doi.org/10.1016/j.tate.2014.12.001

Bush, T. (2008). *Leadership and management development in education*. SAGE.

Bush, T., & Crawford, M. (2012) Editorial: mapping the field over 40 years: a historical review. *Educational Management Administration & Leadership,* 40(5), 537–544.

Doyle, W. (2006). Classroom organization and management. In M. C. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed.). Macmillan.

Edmund, T., & Stough, E. (2001). Classroom management: A critical part of educational psychology, with implications for teacher education. *Educational Psychologist,* 36(2), 103-112.

Etsey, K. (2005, November 1-2). *Causes of low academic performance of primary school pupils in Theshamia Sub-Metro of Shama Ahanta East Metropolitan Assembly of Ghana* [Paper presentation]. Ghana Regional Conference on Education in West Africa, Dakar, Senegal.

Evertson, C. M., & Harris, A. H. (2009). Support for managing learning-centered classrooms: The classroom organization and management program. In H. Freiberg (Ed.), *Beyond Behaviorism: changing the classroom management paradigm.* Allyn & Bacon.

Evertson, C. M., & Weinstein, C. S. (2006). Classroom management as a field of inquiry. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (pp. 3–15). Erlbaum

Evertson, C. M., & Neal, K. W. (2005*).* Looking into learning-centered classrooms: Implications for classroom management*.* In B. Demarest (Ed.), *Benchmarks for excellence*. NEA.

Fadipe, J. O. (2000). Education and productivity on Nigeria: An Overview. In E. O. Fagbaniye & D. O. Durosaro (Eds.), *Education and productivity in Nigeria*. Hartee Press and Publishing Ltd.

Foxworthy, J. E. (2006). *Teachers' beliefs about classroom management* [Unpublished master's thesis]. Lakehead University.

Gbollie, C., & Keamu, H.P. (2017). Students' academic performance: role of motivation, strategies, and perceived factors hindering Liberian junior and senior high school learning. *Education Research International, 2017, 1-11* https://doi.org/10.1155/2017/1789084

Gonzales, L. D. (2004). *Sustaining teacher leadership: Beyond the boundaries of an enabling school culture*. University Press of America.

Good, T., & Brophy, J. (1987). *Looking in classrooms* (4th ed.). Harper & Row

Harris, A., & Muijs, D. (2005). *Improving schools through teacher leadership.* Open University Press.

Iqbal, A. (2005). *A Comparative study of the impact of principals' leadership styles on job satisfaction of teachers* [Unpublished doctoral dissertation]. University of Punjab.

Jones, V.F., & Jones, L.S. (2012). *Comprehensive classroom management: Creating communities of support and solving problems* (10th ed.). Prentice Hall.

Kearney, E. (2008). Age differences between leader and followers as a moderator of the relationship between transformational leadership and team performance *Journal of Occupational & Organizational Psychology, 81*(4), 803–811.

Khatib, M., & Ghannadi, D. (2011). Interventionist vs non- interventionist learning of phrasal verbs by Iranian EFL learners. *Journal of Language Teaching and Research*, 2(3), 537-546.

Kimacia, P. (2007). *The relationship between head teachers' leadership styles and girls student's performance in KCSE in public secondary schools in Narok Sub county, Kenya* [Unpublished master's project]. University of Nairobi.

Kotur, B. R., & Anbazhagan, S. (2014). The Influence of age and gender on the leadership styles. *IOSR Journal of Business and Management, 16*(1), 30-36.

Krejcie, R.V., & Morgan, D. W. (1970). *Determining sample size for research activities*. Educational and Psychological Measurement, *30*, 607 – 610.

Lewin, K., Lippit, R., & White, R.K. (1939). Patterns of aggressive behaviour in experimentally created social climates. *Journal of Social Psychology, 10*, 271-301.

Lantz, P. (2008). Gender and leadership in healthcare administration: 21st century progress and challenges. *Journal of Healthcare Management*, *53*(5), 291–301.

Lota, A. B. (2008). The state of primary education in Ilaje Local Government Area of Ondo State. *Journal of Qualitative Education*, *4*(3), 70-81

Marcou, A., & Philippou, G. (2005). Motivational beliefs, self-regulated learning and mathematical problem solving*. Group for the Psychology of Mathematics Education*, *3*, 297–304.

Margaret, J. K. (2014). *Influence of head teachers' leadership styles on pupils' performance at Kenya certificate of primary education in Matinyani sub county, Kitui county Kenya* [Unpublished master's project]. University of Nairobi.

Martin, N. K., Shobo, A. R., & Yin, Z. (2003). Attitudes and beliefs regarding classroom management styles: the impact of teacher preparation vs. experience . *Mid-South Educational Research Association, 10*(2), 29-34.

Martin, N., & Yin, Z. (2009). Beliefs regarding classroom management style: Differences between urban and rural secondary level teachers. *Journal of Research in Rural Education*, *15*(2), 101–105.

Marzano, R. J., & Marzano, J. S. (2003). The key to classroom management. *Educational Leadership, 61*(1), 6-13*.*

Merrett, F., & Wheldall, K. (1990). *Positive teaching in the primary school*. Paul Chapman Publishing.

Mirani, Z. D., Narejo, M. A., & Theodorakou, K. (2003). Essential leadership competencies needed in agricultural occupations as identified by agricultural leaders in District Hyderabad, Sindh. *Journal of Applied Sciences, 3*, 30-35. https://doi.org/10.3923/jas.2003.30.35

Moore, D. W. (2008). *Classroom organizational structures as related to student achievement in upper elementary grades in Northeast Tennessee Public Schools* [Unpublished doctoral dissertations]. East Tennessee State University.

Muli, M. (2005). *Influences of headteachers' management styles on performance in physics and KCSE in Mutomo Division, Kitui Sub county* [Unpublished master's project]. University of Nairobi.

Nejati, R., Hassani, M. T., & Sahrapour, H. A. (2014). The relationship between gender and student engagement, instructional strategies and classroom management of Iranian EFL teachers. *Theory and Practice in Language Studies, 4*(6), 1219.

Okoth, K. A. (2000). *A Study of the influences of leadership styles on performance in KCSE examination in public secondary schools in Nairobi* [Unpublished master's thesis]. University of Nairobi.

Okumbe, J. A. (2001), *Educational Management. Theory and practice.* Nairobi University Press.

Oyetunji, C. O. (2006). *The relationship between leadership style and school climate in Botswana secondary schools*. [Unpublished doctoral dissertation]. University of South Africa.

Rahimi, M., & Asadollahi, F. (2012). On the relationship between Iranian EFL teachers' classroom management orientations and teaching style. *Procedia - Social and Behavioral Sciences, 31*, 49-55. https://doi.org/10.1016/j.sbspro.2011.12.015

Reeve, J. (2006). Extrinsic rewards and inner motivation. In C. M. Evertson & C. S. Weinstein (Eds.), Handbook of classroom management: *Research, practice, and contemporary issues* (pp. 645-664). Lawrence Erlbaum Associates.

Ritter, J. T. (2003). *Classroom management beliefs and practices of middle school teachers based on years of experience and teaching certification* [Unpublished doctoral dissertation]. The University of North Carolina.

Shin, S., & Koh, M. S. (2007). A cross-cultural study of teachers' beliefs and strategies on classroom behavior management in urban American and Korean school systems*. Education and Urban Society, 39*(2), 286-309.

Sowell, H. K. (2013). *Classroom management strategies: The impact on student achievement* [Unpublished doctoral dissertation]. Liberty University.

Valesky, T. C., & Hirth, M. A. (1992). Survey of the states: Special education knowledge requirements for school administrators. *Exceptional Children, 58*(5), 399–406.

Vugt, V. M. (2006). Evolutionary origins of leadership and followership. *Personality & Social Psychology Review*, *10*(4), 354–371.

Wangui, E. K. (2007). *An investigation of how leadership styles affect performance in public secondary schools in Mathioya Division, Murang'a Sub county* [Unpublished master's project]. University of Nairobi.

Winter, J., Neal. J., & Waner, K. (2001). How male, female, and mixed-gender groups regard interaction and leadership differences in the business communication course. *Business Communication Quarterly*, *64*(3), 43–58.

Wiseman, D., & Hunt, G. (2008)*. Best practice in motivation and management in the classroom* (2nd ed). Charles Thomas.

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

Yildirim, O., Acar, A. C., Bull, S., & Sevinc, L. (2008). Relationships between teachers' perceived leadership style, students' learning style, and academic achievement: A study on high school students. *Educational Psychology*, *28*(1), 73-81. https://doi.org/10.1080/01443410701417945

Zuckerman, J. (2007). *Classroom management in secondary schools: A study of student teachers' successful strategies*. High Beam Research Inc.