

**INFLUENCE OF TEACHER FAVOURITISM ON CLASSROOM
MANAGEMENT AND SOCIAL SKILL OF PUPILS IN KWARA STATE**

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CERTIFICATION

This is to certify that this thesis was conducted by me, Ismail Bala USMAN with Matriculation Number 16/27/MEE007 under the supervision of Dr. Temitayo OGUNSANWO in the Department of Early Childhood and Primary Education for the award of Master of Education (M.Ed degree) in Early Childhood Education in the College of Education, Kwara State University, Malete, Nigeria.

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DEDICATION

I dedicate this thesis to God Almighty for giving me the strength and willpower to make the project a reality.

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ABSTRACT

Teacher favouritism at the primary level of education has been a source of concern to all stakeholders in education. Teacher favouritism has the tendency of affecting the teacher-pupil relationship. Based on these reasons, the researcher investigated the influence of teacher favouritism on classroom management and social skill of pupils in public primary schools in Kwara State.

The study adopted a descriptive survey design. Stratified random sampling, simple random sampling and proportionate to size sampling techniques were employed to select thirty schools for the study. Three instruments were used in the study; Teacher Favouritism Questionnaire (TFQ), Classroom Management Observation Checklist (CMOC) and Pupils Social Skill Observation Checklist (PSSOC). The instruments were given face and content validity by selecting lower basic primary school teacher as well as the researcher's supervisors and lecturers in the Department of Early Childhood and Primary Education Kwara State University Malete. Test-retest method was used to establish the reliability of the instrument at 0.79, 0.77 and 0.75 respectively. Regression, t-test and ANOVA were used for data analysis.

The findings revealed that there was a negative relationship between teacher favouritism and classroom management ($R = -.428$; $R\text{-Square} = .183$). Similarly, the result highlighted a negative relationship between teacher favouritism and pupils' social skill ($R = -.511$; $R\text{-Square} = .261$). Thus, there was no significant influence of teacher favouritism on classroom management ($F(1,367) = 82.474$, $P < 0.05$) and social skill ($F(1,367) = 129.91$, $P < 0.05$). Findings also shows that there was no significant difference in teacher favouritism based on gender ($t = 1.479$; $df = 367$; $P > 0.05$), experience ($F(3; 365) = .349$; $P > 0.05$) and qualification ($F(2; 366) = .148$; $P > 0.05$). Furthermore, result revealed that there was no significant difference in classroom management of teachers based on gender ($t = -.689$; $df = 367$; $P > 0.05$), based on experience ($F(3; 365) = .848$; $P > 0.05$) and qualification ($F(2; 366) = 0.42$; $P > 0.05$).

It was concluded that teacher favouritism had a negative significant relationship on classroom management and social skill of pupils in public primary schools in Kwara State. Teachers play various roles in a distinctive classroom and that teacher favouritism significantly affects pupils' social skill. Also, gender difference, qualification and years of teaching experience have significant difference both on teacher favouritism and classroom management. It was recommended among others that school managements should be vigilant in checkmating teacher favouritism in classrooms with a view to bringing viable and lasting solutions.

Key words: Teacher, favouritism, classroom, management, social skill, Pupil, Teacher.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Primary education is fundamentally intended to promote holistic development of pupils. This means ensuring that all pupils should be able to develop their cognitive, social, emotional, cultural and physical skills to the best of their abilities. Carrying out this task places demands on a school's structure, teachers, school leaders and parents. Children need to be mentally relaxed and emotionally ready for the rigorous academic task ahead because this will help in making the school appealing and interesting. But at the centre of this process, is a teacher, who plays a prominent larger role than all other stakeholders involved. Furthermore, teachers pass on knowledge and values to pupils and prepare them for further education. Teachers are one of the main foundations of a progressive society. Teachers generally perform roles of manager, instructor and role model in the four walls of their respective classrooms.

However, pupils have many judgments about teachers' attitudes and behaviours. These judgments are usually based on care, discrimination, equality and justice. One of the best attitudes that can be gained by pupils is to bring about justice and equality. Principles of fairness and justice should be developed for all people, males and females, large-small, rich-poor, black-white, Equal and fair attitudes and behaviours of the teacher are reflected in their pupils (Ololube, 2013). It is a necessity for everyone to have behaviour that conforms to the principle of justice and equality. Teachers as role models are to be the epitome of justice, fairness and equality.

Competent teachers are capable of exploiting the learning potential of every pupil in their class (Fridah, 2012). They realize that the key to unlocking pupils' potential is by

building positive, respectful relationships with their pupils (Fridah, 2012). Vukelich and Christie (2009) asserted that the distinctive marks of an effective school teacher, which differ depending on the teacher characteristics, are manifested through activities such as planning for the lesson, class control, sitting arrangement, management of time, learning resources and pupils' records. Positive classroom climate is a mix of class management strategies and interesting teaching approaches that motivate children which enhance the achievement of teaching objectives in a preschool class. To achieve class control the teacher has to maintain discipline in the class by setting class rules (Evertson & Weinstein, 2006).

In order to maintain class control and orderliness, a teacher needs to build a healthy relationship with the pupils. A skilled primary school teacher who prepares well for lessons ends up with an effective class and positive results. Good seating arrangement for pupils in a school ensures that the classroom is an environment of fun instead of chaos. Effective primary school teachers organize learning materials well ahead of time and keep them within reach of the children as well as themselves. For the teacher to fully understand pupils, it is necessary for proper and healthy teacher-pupil relationship to be maintained. Time management in a classroom ensures that maximum time is spent on instruction. Managing a classroom of young children is challenging although teachers get the job easier with experience (Pianta, Barnett & Justice, 2012).

Also, for teachers to serve as role models to their pupils their positive attitude must come to bear. This implies that they must be seen as the epitome of justice, fairness and equality for all class of pupils irrespective of belief, racial background, socio-economic status of their parents, gender and cultural inclination. This is the reason why primary school teachers need to be professionals and act professionally. Despite the knowledge and other competencies of a good primary school teacher, one single and important requirement is teacher attitude.

Similarly, positive attitude comes in many forms, such as fairness which makes pupils expect a teacher to treat everyone in the class equally. Sometimes it's probably impossible not to like some pupils more than others. This may foster differences in teacher-pupil interactions, such as allowing certain pupils to dominate discussions. Differences in attention and interaction are what manifest as teacher favouritism. Such differences in interactions could affect classroom management and this could also affect the teaching and learning objectives.

This study is concerned with behaviour based classroom management. That is classroom management challenges that emanate from teacher attitude and pupils behaviour. It has been established by the researcher that one of the teachers' attitudes that could bring about classroom management issue is teacher favouritism. Barry (2012) highlighted classroom management issues that teacher favouritism may cause. These include the inability to set and enforce simple rules, failure of the teacher to praise all pupils as at when due, failure to give pupils equal opportunity to participate in classroom activities and inability to get pupils' attention.

Effective teaching and positively functioning classrooms with low levels of disruptive behaviour require planning and consistency. Factors which have been found to contribute to these outcomes identified in a literature review by Kern and Clemens (2007) are: clear, simple rules and expectations which are consistently and fairly applied, predictability of events and activities through establishing routines, information, cues and signals about forthcoming transitions and changes, as well as for content, duration, and consequences for activities.

Teachers' praise has demonstrated effects on those earning it and those witnessing the praise as an inducement for them to perform better. Verbal praise should be specific and descriptive. Teachers should try to provide a child with at least four praise statements for

every reprimand. Because disruptive behaviour is often associated with learning deficits, task difficulty needs to be monitored. All pupils need to have the required entry skills and the ability to successfully engage in assigned activities. Participation and learning can only follow successful access to the curriculum and encouragement to sustain activity. One other solution is to provide opportunities to respond and participate in the classroom activities, to use the materials and to respond to requests must be inclusive of all children in the class. Strategies to increase the engagement of all pupils include having everyone write answers to some teacher questions rather than just seeking one correct response.

Lastly, effective instructions and commands need to be preceded to get the pupils' attention. Both Barry (2012) and Kern and Clemens (2007) failed to mention the possible influence parents could have on teachers which may encourage teacher favouritism, that is accepting gratifications from parents by teachers. This prompted the researcher to identify the influence of teacher favouritism on classroom and social skill of pupils in Kwara State.

Many researchers failed to consider teacher favouritism as a possible cause of classroom mismanagement, a reason why all the studies carried out on and recommendations made on how to effectively manage classrooms, classroom management remains one of the major problems facing primary schools till date (Ololube, 2013). Thus, this research work intends to look into the possible relationship between teacher favouritism and classroom management as a way of understanding the hidden cause of classroom mismanagement.

It is commonly believed that if qualified teachers are engaged in primary schools, the goal of primary education will be attained without difficulties (Briggs, Ololube, Kpolovie, Amaele & Amanchukwu, 2012; Amanchukwu & Ololube, 2015). It is also believed that when competent teachers are engaged to teach in primary schools but the apparatus of a good

classroom is not provided, it will be difficult for the teachers to perform efficiently. This could also lead to non-achievement of the goals of the primary school education (Gift, 2017). Classroom management could be achieved when the teachers are qualified and proficient to carry out their given roles.

Adepeju (2017) stated that teachers transmit different kinds of emotions towards different pupils. It's not that a teacher may like one pupil over another; it is that their feelings may be influenced more by one child compared to other. Teachers have different emotions for different children, that's what makes them human, this does not make them bad teachers, or teachers who play favourites. However, as humans, teachers have the ability to change or manage their feelings so as to be fair and treat all children equally. Janelle Cox (2018) suggested that teachers can avoid favouritism by following their classroom management plan strictly, avoiding discrimination, involve all pupils in class activity and giving all pupils a sense of responsibility by assigning different pupils to different tasks. This will help to encourage pupils and believe in their abilities and above all, find something to praise in everyone.

There is a need for teachers to be able to arouse and maintain pupils' interest; showing good perception and knowledge of the subject matter; communicating ideas in a clear, logical and organized manner. Other characteristics include creating a conducive learning environment, making use of cooperative learning groups as appropriate and using humour, when suitable, to stimulate pupils' interest or reduce classroom tensions (Christopher, 2004). It is also important to note that all these strategies may only work when there are good teacher-pupils relationship and other teachers' attitudes must be devoid of bias and showing preferential treatment between pupils.

“Favouritism is a natural phenomenon that is part of human attributes”

As natural as favouritism is, it could pose a threat to teachers in discharging their professional responsibility as educators. Educators have a higher responsibility than parents in avoiding inequality and bias acts among children. Educators have such responsibility because apart from the home, the school is the place where children are first exposed to a community environment and learn about social justice and fairness, empathy, consideration respect for others, and a host of other social behaviours that help create a civilized society. Children do not only learn from lesson plans, but through examples of the teacher leading the class day-by-day. This has placed educators in a very powerful position. Should a teacher fail to practice fairness and observe equality among pupils, it would imply that this behaviour is acceptable and that certain pupils, because of their gender, ethnicity, personal likeness, familiarity, and or socio-economic background deserve greater attention or better treatment than other pupils. A layman would refer to this form of treatment as ‘favouritism’.

However, in classroom environment, teacher favouritism could manifest in many forms such as gender bias, racial discrimination, and recognition pupil’s familiarity by the teacher. Literally, teacher favouritism may be masked using any of the aforementioned euphemisms (Geneene, 2012). Favouritism is a phenomenon in which one person shows preferential treatment or bias to someone over another based on some reasons. It is the act of showing separate and better treatment to someone or to a group of people according to some external factors like personal liking and disliking (Webster-Stratton, Reid & Hammond, 2001).

Teachers’ favouritism is seen by scholars as an unethical academic problem, this is because it promotes hate and disdain among pupils (Susan, Ambrose, Michael, Michele, DiPietro, Marsha, Marie & Ricchard, 2010). Being biased towards pupils decreases the morale of pupils and lowers their chances of becoming successful in school (Susan et al, 2010). As favouritism involves teacher-pupil interaction, caring and attention, it is safe to say

that teacher favouritism could affect the development of social skill in pupils. This is because it could encourage the unflavoured pupils to keep grudges against the favoured pupils in their minds or dislike the teacher.

Bierman (2004) explained social skill as the ability to organize adaptive responses flexibly to numerous interpersonal demands and to consolidate social behaviour in different social ways in a manner useful to oneself and consistent with social agreements and morals. Broderick and Broderick (2010) identified four categories of foundational social skill, they are: affective processes which include empathy, valuing relationships, and sense of belonging; cognitive processes which comprise of cognitive ability, perspective taking, and making moral judgments and social skill which include making eye contact, using appropriate language, and asking appropriate questions and high social self-concept. It is part of teachers' responsibility to mould the character and develop sound attitude and morals in children and the ability to adapt to the child's changing environment.

Social skill is a skill used every day to interact and communicate with others. They include verbal and non-verbal communication, such as speech, gesture, facial expression and body language. A person has strong social skill if he or she has the knowledge of how to behave in social situations and understands both written and implied rules when communicating with others. Social skill is vital in enabling an individual to have and maintain positive interactions with others. Many of these skills are crucial in making and sustaining friendships. Social interaction requires implementing appropriate strategies such as conflict resolution when difficulties in interactions arise. It is also important for individuals to have empathy as it allows them to respond in an understanding and caring way to situations.

Kathlyn, Amanda, Michael and Stephen (2008) concluded that social skill can have a big impact on a child's ability to succeed in an academic setting. Hallinan (2008) also

emphasized that learning is a process that involves cognitive and social psychological dimensions, and both processes should be considered if academic achievement is to be maximized. Thus, a classroom becomes both a training ground for the development of social skill and an arena where the skill is put to use. Secondly, the pupils' ability to concentrate and direct their attention during classroom instruction, while varying from pupil to pupil, impacts the cognitive tasks and interaction. The third explanation can be related to the interpersonal relationship between the teacher and the child. It is therefore expected that teacher favouritism victims could have poor relationship with the teachers, a development that could influence academic performance of the victims negatively.

Among the negative effects of the teacher favouritism is the isolation of the victims. When a teacher openly favours some pupils over others, essentially the teacher is isolating the other pupils in his or her classroom. By so doing, teacher-pupil interaction is affected which indirectly could affect how the victims socialize with the favoured ones (Padma, 2014). When a teacher keeps picking his or her favourite pupils for all tasks or activities, other pupils will eventually give up participating in class activities because they will have the understanding that they do not fall under the category of the favourites. It is okay for a teacher to like a pupil more than another, but as a teacher, it is important to remain impartial. That is, giving everyone a chance, regardless of how they handle the task or duty given to them. This will make pupils to appreciate the teacher the more because the teacher is making a real effort in getting them to participate in class.

While some pupils become favourites, the teacher may become blind to reasons as to why they are his or her favourites. Furthermore, Teacher favouritism could make teaching to be biased (Padma, 2014). When a teacher makes up his or her mind about the pupils, then his or her teaching style too will change accordingly. The teacher will only focus on the favourites, not the other pupils. The job of a teacher is to teach everyone equally irrespective of likes or dislikes.

Also, gender plays a significant role when it comes to teacher favouritism. The extent and kind of attention pupils get from teachers has long been a topic of interest to researchers. Much research works surveyed gender differences and the patterns of these interactions (Rodriguez, 2002) such as the study conducted by Einarsson and Granström, (2002) on gender-biased interaction in the classroom. Einarsson and Granström stated that teachers pay more attention to boys rather than girls. Einarsson and Granström gave cultural factor as the cause of this form of favouritism. For instance, if society stresses the success of males above that of females, then teachers may unconsciously promote male pupils by paying greater attention to them. This can be regarded as a cultural issue rather than teachers' personal attitude. Similarly, a survey of 20 teachers indicated that male teachers are likely to select a more aggressive disciplinary approach toward boys while female teachers tended to ignore boys' disruptive behaviour than that of girls when the behaviour was not aggressive (Rodriguez, 2002). This implies that male and female teachers favour girls and boys respectively. It is not yet clear whether moderating variables like gender, experience and qualification have a significant difference in teachers' favouritism and classroom management. Thus, the study intends to investigate whether there is significant difference in teacher favouritism based on gender, qualification and experience in public primary schools in Kwara State.

Most research works conducted on classroom management and teacher-pupil relationship have been silent on the issue of teachers' favouritism as a factor that really affects teachers' ability to relate well with pupils and also to manage the classroom effectively. The reviewed literature highlighted that only few studies basically tried to address the effects of teacher favouritism on primary school pupils' acquisition of social skill as well as its influence on classroom management. It is observed that previous studies only looked at the effect of teachers' general attitude on classroom management pupils' performance. The researcher believed that this study could bridge this gap by examining impartial components of teachers' attitude towards pupils and the magnitude of the

phenomenon in order to make recommendations on how to address the issue and also, add to the existing body of knowledge.

Furthermore, the researcher observed that most of the previously related researches carried out on the influence of teacher favouritism on classroom management did not employ the combined use of questionnaire and observation checklists simultaneously. It was also observed that most of the previous studies on classroom teacher favouritism were not in the field of early childhood education and none was carried out in Kwara State. These are part of the reasons that prompted the researcher to carry out this study.

Statement of the Problem

Effective teaching and learning depend partly on classroom management. A well-managed classroom serves as a medium in which teachers can showcase the competencies required for the attainment of educational objectives. Demonstration of a teacher's basic qualities and their impact on pupils can only be achieved when the ground is set by a well-managed classroom. Healthy and friendly teacher-pupil relationship is needed to achieve an effectively managed classroom. This is where good inter-personal skills of the teacher will come to bear. Effective teaching and learning require all pupils to feel welcomed, comfortable and free with the teacher. Once favouritism sets in, the victims will lose their self-confidence, begin to isolate themselves, participate less in classroom activities, be demoralized and begin to dislike the favoured pupils. This will make it difficult for the teacher to carry all pupils along and as a result, teaching and learning objectives will be compromised.

This constituted part of the reasons why the researcher investigated the influence of teacher favouritism on classroom management and social skill of pupils in Kwara State. While theoretical and empirical evidence on teacher favouritism have been documented

across the world, empirical evidence on this trending but the silent issue, and in-depth analysis into its forms, causes, effects and control measures are scanty. Also, a critical examination of literature review in this research reveals that researchers have focused their attention more in higher institutions of learning such as secondary schools, colleges and universities rather than primary schools. Also, the researcher found no documented empirical evidence on the Influence of Teacher Favouritism on Classroom Management and Social Skill of Pupils in Kwara State, Nigeria. This, therefore, created a gap that the researcher intended to fill.

Purpose of the Study

The purpose of this study is to examine the influence of teacher favouritism on classroom management and social skill on pupils in Kwara State primary schools. Specifically, the study determined:

- a. whether teacher favouritism significantly influence teachers' classroom management in public primary schools in Kwara State.
- b. whether teacher favouritism significantly influence social skill of pupils in public primary schools in Kwara State.
- c. whether there is significant difference in teacher favouritism based on gender, experience and qualification.

Research Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance.

- H₀₁:** There is no significant influence of teacher favouritism on classroom management in public primary schools in Kwara State.
- H₀₂:** There is no significant influence of teacher favouritism on pupils' social skill in public primary schools in Kwara State.

- H03:** There is no significant difference in teachers favouritism based on gender in public primary schools in Kwara State.
- H04:** There is no significant difference in teacher favouritism based on experience in public primary schools in Kwara State.
- H05:** There is no significant difference in teacher favouritism based on qualification in public primary schools in Kwara State.
- H06:** There is no significant difference in classroom management based on gender in public primary schools in Kwara State.
- H07:** There is no significant difference in classroom management based on experience in public primary schools in Kwara State.
- H08:** There is no significant difference in classroom management based on qualification in public primary schools in Kwara State.

Scope of the Study

This study examined the influence of teacher favouritism on classroom management and social skill of pupils in Kwara State. The population of the study comprised all public primary schools. The study covered both the teachers and their pupils. The researcher also examined whether or not, gender difference, qualifications and years of teaching experience influence teacher favouritism and classroom management.

Significance of the Study

The outcome of this study would be of assistance to various education stakeholders, most especially in the field of early childhood and primary education. The beneficiaries of this study include parents, teachers, school administrators, policy makers and future

researchers. The uncovering magnitude of teacher favouritism in primary schools, its influence on the pupils' social skill may enlighten stakeholders on what is needed for the teacher to eliminate or avoid any kind of favouritism in classroom practices.

This study may draw the attention of parents to the existence and level of teacher favouritism in primary schools. It could also make them more mindful of how their children are being treated in school and the manner of social challenges the children might be facing in schools. In this regard, parents could also partner with the school administration to checkmate favouritism in schools.

Similarly, there may be teachers who practice favouritism inadvertently, in this case, the study would draw their attention and make them reflect on their relationship with each pupil to know where preferential treatment comes in with a view to putting a stop to it. Also, some teachers might have favourites knowingly while undermining its side effects at the same time. This study may, therefore, educate them on the dangers of favouritism and encourage them to desist from it.

Furthermore, this study could be of immense significance to school management. It insistence draw their attention to the phenomenon of teacher favouritism, educate them on its dangers involved and help them brace up in combatting it.

Policy makers in government such primary education boards may also benefit from this study. First, the administrators will be educated about the silent trend (of teacher favouritism) that could pose a threat to the short-term objectives and long-term goals of primary school education. The study could help them with insight on how teacher favouritism could affect both the teachers and the pupils. In line with this, rules guiding teachers' conduct could be set and supervised for effective implementation by schools.

Additionally, future researchers' attention would be drawn to the topic of teachers' favouritism. To this moment, nearly no similar study was specifically conducted in Kwara State focusing on teacher favouritism and its influence at the primary level of education. Thus, this study may serve as eye opener to researchers.

Also, this study would provide future researchers with a platform to build their studies on. This could be achieved through discovering and filling the gaps left by this study. Example of these gaps includes conducting a similar study involving private primary schools, carrying out similar study covering higher levels of education such as secondary schools and lastly, employing different sampling techniques, research designs and statistical tools to conduct a similar study.

Operational Definitions of Terms

The following terms were conceptualized in the study as follows:

Teacher favouritism: This refers to the act of giving preferential treatment to a particular pupil or group of pupils by a teacher.

Classroom Management: This refers to the process of keeping pupils organized, orderly, focused, attentive, on task and academically productive during a class. This includes developing and maintaining a healthy teacher-pupil relationship, getting pupils' attention and achieving classroom discipline.

Social Skill: social skill refers to the set of attributes, behaviours or traits that facilitate a positive and healthy relationship between a child and his/ her peers and the environment.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The review of related literature was carried out under the following sub-headings:

Theoretical Review

Skinner's Operant Conditioning theory

Glasser's Choice Theory

Gordon's theory of Classroom Management

Vygotsky's Social Development Theory

Conceptual Review

Concept and Objectives of Primary School Education in Nigeria

Concept and Effects of Teacher Favouritism

Anti-bias strategies in Primary Schools

Concept of classroom management

Concept of Social Skill

Effects of Teacher Favouritism on Social Skill of Children

Empirical Review

Classroom Management

Children's Social Skill

Appraisal of reviewed Literature

Theoretical review

a. Skinner's Operant Conditioning theory

Skinner's theory was published by Foster and Skinner (1957). Skinner developed the theory of operant conditioning – idea that behaviour is determined by its consequences, be it reinforcements or punishments, which makes it more or less likely that the behaviour will

occur again. Skinner's theory is based on operant conditioning. According to Skinner, an organism is in the process of "operating" on the environment, which in ordinary terms means it is bouncing around its world, doing what it does. During this "operating," the organism encounters a special kind of stimulus, called a reinforcing stimulus, or simply a reinforcer.

This special stimulus has the effect of increasing the operant - that is, the behaviour occurring just before the reinforcer. The behaviour is followed by a consequence, and the nature of the consequence modifies the organisms' tendency to repeat the behaviour in the future. Skinner believed that the goal of psychology should be practical (Lieberman, 2000). As it relates to education, Skinner believed the goal of psychology should be to find ways to make education enjoyable and effective for all pupils. The theory states that "the best way to modify behaviour is to modify the environment", and that learning is affected by changes in the environment (David, 2015). Thus, in an established favourable classroom environment where the teacher serves as a role model to all and where the teacher relates positively well with the pupils and every relationship between the teacher and child is devoid of any form of bias and preferential treatment, the learning outcome could be predicted.

Skinner was a proponent of many instructional strategies that modern-day "progressive" educational reformers advocate for. The strategies include Scaffold instruction, small units, repetition and review of instructions and immediate feedback. Skinner did not approve the use of punishments in school or as a behavioural modification technique in general, and based these opinions on his own empirical research that found punishments to be ineffective (Lieberman, 2000). Skinner himself advocated for the frequent use of reinforcement (i.e. rewards) to modify and influence pupils' behaviour.

The classical conditioning or Stimulus-Organism-Response (SOR) model explicitly explains the operant conditioning theory (Buxbaum, 2016). The model simply pictures that

stimulation and human behaviour (reaction, action) are linked by an organismic component. The structures and processes that constitute this component are biological (sense organs, nervous system, muscular system) and psychological. Psychological analyses are guided by scientific concepts such as learning, perception, emotion, motivation and thinking. Buxbaum explained that a more general concept is mental activity that can be subdivided into mental states (emotions, imagery, thoughts) and mental processes (judgment, thinking, appealing to oneself, asking oneself) as a function of stimulation, motivation, experience, and knowledge. Perception and mental activity that are based on the activity of neural systems are core components of self-regulation in the course of interactions with objects, machines, animals, or persons. Self-regulation is the coordination of actual states (ongoing stimulation, mental states) with desired or necessary states. The desired or necessary state is the dominant motive (basic value, need, commandment, duty, or interest).

Other aspects of Skinner's theory of operant conditioning covers reward and reinforcement of pupils' behaviour. To achieve this, early childhood educators are to ensure that any trace of bias, preferential treatment and favouritism does not exist in their classes in order to produce a classroom atmosphere where all pupils are equally attached to their teacher, where all pupils receive equal and unreserved attention and concern that will lead to ideal classroom climate. Thus, operant conditioning theory is important in managing a classroom and setting up of favourable teaching and learning atmosphere that is based on teachers' conduct and their relationship with the pupils. In effect, failure of the school authorities to checkmate inappropriate classroom conducts could serve as a reinforcer that encourage teacher favouritism.

b. Glasser's Choice Theory

William Glasser coined the term "choice theory" in 1998. In general, the theory states that "all we do is behave". Glasser suggests that "almost all behaviours are chosen" and we are driven by genetics to satisfy five basic needs: survival, love and belonging, power, freedom and fun. In choice theory, the most important need is love and belonging because connectedness with others is required as a basis in satisfying all other needs. With love and belonging; where teachers love and care for pupils equally, favouritism will have no place in Glasser's classroom. The classroom should therefore be a needs-satisfying place for pupils (Tricia, 2016).

Glasser's work impacts learning theory in a variety of ways. It has been utilized in schools across the globe and has changed the ways that teachers deliver instruction. First, Glasser identifies teachers as managers who need to work effectively if they want to successfully teach their pupils. The role of teachers as managers requires them to guide pupils in understanding that working hard and being obedient will have a positive influence on their lives. This can be achieved when teachers develop positive relationships with pupils and create active, relevant learning experiences that enable pupils to demonstrate mastery.

According to Tricia (2016), when it comes to developing lessons, teachers who practice choice theory work to make sure that pupils classroom activities are designed to satisfy the pupils' needs. This allows learning to increase while diminishing disruption. Pupils are able to connect, feel a sense of competence and power, have some freedom, and enjoy themselves in a safe, secure environment devoid of ill feelings. In essence, negative attitude could include making some pupils feel unloved and uncared for due to preferential treatment is given to others by the teacher and not assisting some children to learn or learn how to solve their problem, always rebuking some children while neglecting those whose parents don't give teachers gift (Tricia, 2016). Thus, a teacher will find it easy to manage

classroom more effectively when he chose to operate under the atmosphere of love and belonging, caring, freedom and fun, making pupils feel at ease, free and takes the learning process as fun. Some of the characteristics of schools that applies choice theory include (Tricia, 2016):

- i. Coercion is minimized because it never inspires quality. Pupils aren't "made" to behave using rewards and punishments. Instead, teachers build positive relationships with their pupils and manage them. Teachers focus on quality, they expect mastery of concepts and encourage pupils to redo their work and try again until they have demonstrated competence and high-quality work. The emphasis is on deep learning through application. Also, self-evaluation is common, pupils are provided with helpful information and take ownership of their learning by evaluating their own performance. This promotes responsibility and helps pupils reach goals while becoming skilled decision-makers who are actively involved in their own education.
- ii. Teachers focus on quality. They expect mastery of concepts and encourage pupils to redo their work and try again until they have demonstrated competence and high-quality work. The emphasis is on deep learning through application.
- iii. Self-evaluation is common. Pupils are provided with helpful information and take ownership of their learning by evaluating their own performance. This promotes responsibility and helps pupils reach goals while becoming skilled decision-makers who are actively involved in their own education.

With love and belonging; where teachers love and care for pupils equally, favouritism will have no place in Glasser's classroom. In such a classroom where a teacher shows equal attention, care and love, pupils will develop a sense of belonging and love. This will create an orderly and healthier classroom environment that makes it easy for the teacher to manage the classroom and consequently, the pupils will be orderly, abide by classroom rules which will,

in turn, reflect positively on their social interaction with the teacher and colleagues among other social skill.

c. Gordon's theory of Classroom Management

Gordon theory of classroom management was first developed in the 1960s by Thomas Gordon. The central tenet of Gordon's approach to classroom management is the importance of developing meaningful and mutually beneficial relationships. Gordon rejects traditional models of reward and punishment because they are based upon an assertion of power and foster no intrinsic motivation. Instead, Gordon focuses on how pupils' conflicts can be resolved in a way that will improve their relationships with their peers and also with their teachers. It is easier to manage a classroom when a teacher creates a climate where there is two-way love between the teacher and the pupils. Also, smooth inter-pupil relationship and interaction as a product of good social skill from the part of the pupils reduce disruptions and makes classroom management easier. This hypothetical classroom climate could only be established under a classroom setting where every child has a sense of belonging, feels attached to the teacher and where the teacher treats them all equally without any preferential treatment or neglect.

The theory recognizes that conflict is an inevitable part of relationships because each person is an individual with unique values and needs. There will be times when these needs come into conflict. However, conflict does not have to destroy a relationship. By having open and honest communication, along with listening with genuine acceptance and understanding, individuals are able to find their own solutions. It is important that these solutions are agreeable to both parties involved in the conflict. It is also important to tell someone if his or her behaviour is negatively affecting you. The hope is that they will respect your feelings enough to change their behaviour (Gordon, 1978).

When conflict arises in the classroom setting, Gordon suggests following a series of steps. The first step is to use a graphics tool developed by Gordon called a “Behaviour Window.” The purpose of the Behaviour Window is to determine if “a problem exists, who owns it, and what skill can be used to solve it” (Gordon Training International, 2005–2007). If the pupil owns the problem, the second step for the teacher is to engage in active listening. Active listening occurs when a teacher listens and reflects back to a pupil their understanding of the conflict. This process communicates to the pupil that the teacher cares and is genuinely engaged in the conversation. If the teacher owns the problem, Gordon suggests that the second step of the resolution process begin with an “I-Message”. This means that the teacher will initiate the conversation by explaining her feelings to the pupil. The purpose of the I-Message is to confront someone else’s misbehaviour without being confrontational. The final step is the “No-Lose Conflict Resolution.” The purpose of this final step is to come up with a solution that everyone can invest in. If both parties participate in creating a solution, the solution is more likely to work.

The problem with Gordon’s suggestions in the context of teacher favouritism is that some teachers do not know that they are biased and thus, are unaware of the detrimental effect of their actions and inactions toward pupils as regards their preferential treatments. Some of them may see it as normal and thus, may not accept that they are at fault. The victims are also likely to be too timid to come out openly to express their feelings about their teacher.

In general, the ability of a teacher to establish a good relationship with his or her pupils, a relationship developed by showing love, caring and instilling a sense of belonging in children will make it easier for the teacher to manage the classroom. This will also make pupils to relate healthily with the teacher their social skill of interaction.

d. Vygotsky's Theory of Social Development

Vygotsky (1978) postulated a theory of development known as the Social Development Theory. As a proponent of the socio-cultural perspective to development, Vygotsky's socio-cultural theory gained worldwide recognition. It began to exert influence when his work was finally translated into English in 1962 and the importance of both the sociocultural perspective of development and cross-cultural research was recognized.

Principles:

1. Cognitive development is limited to a certain range at any given age.
2. Full cognitive development requires social interaction.

Vygotsky's main assertion was that children are entrenched in different sociocultural contexts and their cognitive development is advanced through social interaction with more skilled individuals. The Vygotsky theory of cognitive development is mainly concerned with the more complex cognitive activities of children that are governed and influenced by several principles. Believing that children construct knowledge actively, Vygotsky's theory is also one of those responsible for laying the groundwork for constructivism. Vygotsky (1978) states that "every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (inter-psychological) and then inside the child (intra-psychological)". This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate from relationships between individuals." It asserts three major themes regarding social interaction, the more knowledgeable other, and the zone of proximal development.

i. Zone of proximal development

Vygotsky is most recognized for His concept of Zone of Proximal Development or ZPD pertaining to the learning of children. Children who are in the zone of proximal development for a specific task can almost perform the task independently, but not quite there yet. However, with an appropriate amount of assistance, these children can accomplish the task successfully. The lower limit of a child's zone of proximal development is the level of analysis and problem-solving reached by a child without any help. The upper limit, on the other hand, is the level of additional responsibility that a child can receive with the support of a skilled instructor. The concept of the zone of proximal development implies that all children need a teacher's assistance for their development. Thus, being biased, showing preferential treatment and having favourites among pupils could deny some pupils the amount of attention and assistance they require for their social development. Such unjust treatment and neglect by the teacher could also lower the confidence and self-esteem of the pupils which may, in turn, reflect negatively on their social skill.

As children are verbally given instructions or shown how to perform certain tasks, they organize the new information received in their existing mental schemas in order to assist them in the ultimate goal of performing the task independently. This emphasis on the concept of Zone of Proximal Development made by Vygotsky underscores his conviction that social influences, particularly instruction, are of immense importance on the cognitive development of children.

ii. More Knowledgeable Other

Children are entrenched in a sociocultural backdrop (e.g. at home) in which social interaction with significant adults, such as the parents, plays a crucial factor that affects their learning. These adults need to direct and organize the learning experiences to ensure that the

children can master and internalize the learning. According to the Vygotsky theory, any person who possesses a higher skill level than the learner with regard to a particular task or concept is called a More Knowledgeable Other or MKO. This person may be a teacher, parent, an older adult, a coach or even a peer. The MKO refers to anyone who has a better understanding or a higher ability level than the learner, with respect to a particular task, process, or concept. The MKO is normally thought of as a teacher, coach, or older adult, but the MKO could also be peers, a younger person, or even computers.

Vygotsky's theory promotes learning contexts in which pupils play an active role in learning. Roles of the teacher and pupil are therefore shifted, as a teacher should collaborate with his or her pupils in order to help facilitate meaningful construction in pupils. Learning, therefore, becomes a reciprocal experience for the pupils and the teacher. Thus, it is very important for teachers to always serve as good role models for children by showing positive attitudes. This implies that teachers should shun all forms of negative attitudes such as being biased and showing preferential treatment among pupils.

The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition. This implies that negative teachers' attitude like being bias and showing preferential treatment among pupils could lead to low self-esteem, low confidence level, more isolated and less interested in learning activities. These could have a negative effect on how the unfavoured pupils interact and relate with the teacher and with other pupils and at the end, may affect the development of their social skill as well as cognitive development.

The second aspect of Vygotsky's theory is the idea that the potential for cognitive development depends upon the "zone of proximal development" (ZPD): a level of development attained when children engage in social behaviour. Full development of the

ZPD depends upon full social interaction. The range of skill that can be developed with adult guidance or peer collaboration exceeds what can be attained alone. Vygotsky's theory was an attempt to explain consciousness as the end product of socialization. For example, in the learning of language, our first utterance with peers or adults is for the purpose of communication but once mastered they become internalized and allow "inner speech".

Other theories related to social skill and development include the contribution made by Bowlby (1988), who maintained that an infant's attachment to parents, teacher or a caregiver serves as the foundation for all future social development. He suggested that attachment is biologically-based and is intended to ensure that infants and children have enough support and protection to survive until they are able to function independently (Gilovich, Keltner & Nisbett, 2006). This assertion is analogous to the zone of proximal development made by Vygotsky. It identifies the position of the teacher in the society as someone who can influence a child's social skill and development. But this can only be achieved in an atmosphere of positive teacher's attitude devoid of segregation, bias, preferential treatments and neglect among pupils. To complement this, the teacher should also teach by example. In this respect, the teacher should always relate well to the pupils by avoiding foul languages, giving compliments, taking the blame. This will teach the pupils good social skill.

Conceptual Review

Concept of Primary School Education and its Goals in Nigeria

Education in Nigeria is divided into three levels: the primary, secondary and the tertiary education. The primary education serves as the foundational level of all other education by providing the children with a sound preparatory ground for further education. Primary education is defined by Federal Government of Nigeria in her National Policy on Education (FRN, 2013) as "the education given to children between the ages of 6 and 12

years". Considering the fact that this level of education is pertinent to the future of Nigeria, several attempts have been made over the years by stakeholders in the educational system to outline objectives that will form the basis of operating primary schools in Nigeria. In formulating the following goals for primary education, the Nigerian Government is complying with the United Nations Universal Declaration of Human Rights as it affects primary education. According to this policy, the goals of primary education are to:

- a. inculcate permanent literacy and numeracy, and ability to communicate effectively;
- b. lay a sound basis for scientific and reflective thinking;
- c. give citizenship education as a basis for effective participation in and contribution to the life of the society;
- d. mould the character and develop sound attitude and morals in the child;
- e. develop in the child the ability to adapt to the child's changing environment;
- f. give the child opportunities for developing manipulative skills that will enable the child function effectively in the society within the limits of the child's capacity;
- g. provide the child with basic tools for further educational advancement, including preparation for trades and crafts of the locality (NPE, 2013).

Education as an agent of development is valued by all nations of the world because it has brought total liberation to man. It has transformed man from ignorance and misery to knowledge and happiness. It has made man useful to himself, his generation and beyond. As rightly observed by Umoh (2006), education helps the individual to develop physically, mentally, morally, spiritually, and emotionally by providing a suitable environment, teaching him new knowledge, attitudes and skills that will enable him to be useful to himself and his society. Education at this level strengthens the learner's feet to climb the educational ladder to the zenith of academic attainment if a good foundation is laid. Primary education refers to education given to children aged 6 to 11. It is regarded as the key to the success or failure of

the whole system since the rest of the education system is built upon it (FRN, 2004). This indicates how important primary education is, and the need for stakeholders to do everything possible to lay a solid foundation for its sustainability.

For primary education to be the bedrock of educational system, Umoh (2006), maintains that it must bring to the learners elementary and general knowledge of science, by teaching them to use and operate scientific objects and gadgets so that they may be conversant with such foundational knowledge as they advance to other levels.

The launching of the Universal Basic Education (UBE) programme was the Federal Government effort to salvage the primary education system which is the foundation stone of other educational levels and in fact, the cornerstone of national development (Okpala, 2007). This confirms the submission by the present authors that primary education is the foundation for qualitative higher education in Nigeria. This is because it is the primary education graduates that gain admission into secondary education and later proceed to higher education. In this regard, the quality of output from primary education will definitely produce future professionals, such as technologists, engineers, educationists, lawyers, some of whom will become lecturers in higher institution to teach pupils whose educational foundation is from the same primary education system. The term “qualitative” is used to portray the expected better output from higher education based on the desired good foundation laid at the primary education level.

Furthermore, Olaniyan and Obadara (2008), submitted that apart from the home as the first agent of socialization, primary school is the first that introduces formal education or literacy to the children. In other words, primary education is a foundation upon which all other levels of education are built. Armstrong, Stevens and Richard (2008) affirm that certainly, primary and secondary educations are both important elements of the sector, not least because they feed directly the quality of higher levels of education. This study examines

how the primary school may be seen and rightly recognized as the foundation of education in the society.

Achieving the Goals of Primary Education

The goals of primary school education are to make it tuition-free, universal and compulsory, implementing the curriculum; providing educational services, using practical, exploratory and experimental methods of teaching (FRN, 2004). It is also part of the goals to use language of the environment for the first three years as a medium of instruction; making the teacher-pupil ratio 1:35; promoting pupils from one class to another based on continuous assessment; discouraging the incidence of drop out at this level; integrating information and communication technology (ICT) into education in Nigeria; proving basic infrastructure and training of teachers for the realization of these goals at the primary school level. These proposals on one hand, simply present the functions expected of government or relevant government functionaries charged with the responsibility of the management of schools, provision of infrastructure, equipment and instructional facilities. On the other hand, present the functions expected of teachers in laying the foundation for quality output in primary schools.

For over five decades, the Nigerian government has been advocating universal, free and compulsory education for the citizenry. The Universal Primary Education was launched in the Western region on January 17th 1955. In 1957, the scheme was launched in the East. The scheme was reintroduced by Obasanjo's Administration in 1976 with an enrolment of 475,760 pupils in primary schools (Opoh, 2014). The Universal Primary Education scheme once again failed due to the lack of adequate appraisal of the resources required for its implementation. In the wake of the realization of the importance of education as the basic tool of the Nigerian child for all-round development, Nigeria launched the Universal Basic Education scheme on 30th September 1999. Every Nigerian child, it was envisaged would be

entitled to basic education up to the junior secondary level. The education would be free, universal and compulsory for all children between the primary and junior secondary schools (Opoh, 2014). Thus, the goals of primary education is achieved when a teacher is able to apply basic attributes of teaching in managing his or her classroom effectively and relate well with the pupils. These attributes include the ability to develop relationships with their pupils, patient, caring, and kind personality. Others are kknowledge of the learners, dedication to teaching and lastly eengaging pupils in learning.

The prescribed curriculum for the primary schools, according to FRN (2004) include languages, mathematics, sciences, physical education, religious knowledge, agricultural science, economics, social studies, citizenship education, culture and creative arts, and computer education. For laying the solid foundation at the primary schools, the government offered to provide the following educational services:

- a. Library services
- b. Basic health scheme
- c. Counselling services

Primary Education as Foundation of Higher Education

The teacher is the facilitator of learning. Without the teacher, most of the goals and aims of education cannot be achieved. Teachers holds the key to learners' educational attainment; if they can use the key effectively, the needed foundation will be laid in the primary level hence the need for him to be properly trained. The FRN (2004), recognizes this fact and emphasizes that teacher education shall continue to be given major emphasis, since no education system may rise above the quality of its teachers. Thus, the need to uphold teacher professionalism in primary schools. Primary education is the education given in institutions for children aged 6 to 11 plus. The duration shall be six years. This being the

case, the goals of primary education which form the basis of primary education in all the states of the federation are to:

‘Inculcate permanent literacy and numeracy, and ability to communicate effectively; lay a sound basis for scientific and reflective thinking; give citizenship education as a basis for effective participation in and contribution to the life of the society; mould the character and develop sound attitude and morals in the child; develop in the child the ability to adapt to the child's changing environment; give the child opportunities for developing manipulative skills that will enable the child function effectively in the society within the limits of the child's capacity and provide the child with basic tools for further educational advancement, including preparation for trades and crafts of the locality’

Presently, the training of teachers for this level of education is done at the colleges of education, National Teachers’ Institute, Institute of Education and Faculties of Education in Universities and School of Education in Universities of Technology. This is because the government has phased out teachers with Grade Two Certificate (TCII), and pegged minimum qualification for teaching in the primary school at Nigeria Certificate in Education (NCE).

Nakpodia (2001) also pointed out that teachers that are already serving should be retrained in order to make them functional in their jobs, most especially in the aspect of teacher attitudes where teacher favouritism and other bias practices lies. This could be done through in-service education programmes or courses which include workshops, seminars, conferences, induction or orientation programmes, part-time or sandwich courses and effective supervision by the bodies concerned. Effective supervision can go a long way in

helping the teachers in our primary schools to lay a solid foundation for other levels to build on. Teacher improvement purposes to include (Chike-Okoli 2006):

- a. Ensuring that teachers do their assigned work effectively.
- b. Ensuring new teachers receive training to enable them to function effectively.
- c. Providing professional information to teachers
- d. Guiding teachers to sources of instructional materials
- e. Providing technical assistance to teachers, such as preparation and use of teaching aids.
- f. Ensuring that discipline is maintained in the classroom.
- g. Maintaining high morale among the teachers.
- h. Suggesting ways of improving teacher's performance.
- i. Providing an opportunity to discover teachers with special abilities or qualities.
- j. Teachers to be trained to acquire interpersonal skills of dealing with educational clientele, especially pupils and parents.

Any teacher that is so guided should be able to lay an enduring foundation for Nigeria's Educational System. In the foundation laying, the teacher plays various roles. Chike-Okoli (2006) stated that the teacher that must improve instruction and lay a solid foundation has to do so by:

- a. Planning his lesson, developing sound teaching principles and techniques.
- b. Employing all possible teaching resources, providing appropriate and suitable learning conditions.
- c. Helping children to develop the desired skills, attitudes and competence
- d. Supervising children's performance
- e. Helping pupils to identify and provide a conducive atmosphere in which they will love to work.

- f. Creating challenging activities for learners to think and providing various learning experiences to cater for individual difference among the learners.
- g. Acquiring a good understanding of his learner's maturational and intellectual levels so that he can choose appropriate content and methodology for instruction.
- h. Keeping accurate records of work and performance of the pupils, giving exercises, marking assignments, evaluating learners, checking their notebooks and exercise books and encouraging them to do the private reading and making good use of the library (if available).

Neill (2005) was curious about why so many pupils hate school and the need for an educator to take into account the unique difference between each pupil as a way of tackling the problem. He contended that even when a standard curriculum is presented using established pedagogical methods each pupil will have a different quality of experience. To this end, teaching and curriculum must be designed in ways that allow for such individual differences. Neill, therefore, proposed that education should be designed on the basis of a theory of experience with a focus on continuity and interaction. On continuity, Neill argued that we learn something from every experience, whether positive or negative and one's accumulated learned experiences influence the nature of one's future experiences. In other words, every experience in some way influences all potential future experiences for an individual. Continuity refers to the idea that each experience is stored and carried on into the future whether one likes it or not.

On the aspect of interaction, Neill submitted that one's current experience can be understood as a function of his/ her past (stored) experiences which interacting with the present situation, create an individual's experience. He therefore contended that the teacher with good insight into the effects of past experiences with pupils bring with them better insight that will enable the teacher to provide quality of education which is relevant and meaningful for the pupils.

ii. **Laying foundation in quality of instructional materials/ facilities**

Instructional materials are defined as resources that organize and support instruction, such as textbooks, tasks, and supplementary resources. Instructional materials refer to the human and non-human materials and facilities that can be used to ease, encourage, improved and promote teaching and learning activities. They are whatever materials used in the process of instruction. They are a broad range of resource which can be used to facilitate effective instruction. They indicate a systematic way of designing, carrying out and employing the total process of learning and communication and employing human and non-human resources to bring out a more meaningful and effective instruction. They are human and non-human material that a teacher uses to pass information to the learner in his/her class.

The instructional materials and facilities are of great importance in the school system. Without them no meaningful learning may take place. For teaching, these materials should be provided – maps, globes, textbooks, magazines, chairs and desks, musical instrument, cupboards, school diary and register, continuous assessment sheet, record books and charts among others. Similarly, Umoh (2006) maintains that the learners must be made familiar with radio, television, kerosene and gas cookers, scientific toys, instrument and machines. The learner must be allowed to use, touch, feel and play with them. Umoh contends that, the construction of some of these instruments, where possible, by the teachers is to acquaint them with their structural components, even if the materials are improvised is an important part of science education in the primary school.

For any teacher to carry out the above functions judiciously in the primary school, he or she must not only be well trained but must be adequately motivated for the job too. But this has not always been the case with teachers in public primary schools, hence the generally observed nonchalant attitudes to work by teachers, resulting in ill-equipped children or poor foundation laying in children. School are supposed to provide the funds required for the

improvisation of the relevant instructional materials for effective foundation laying in the primary schools. Some of the improvised materials can be supplied by the learners through their parents and the Parents Teachers' Association (PTA). Since government alone may not provide all the instructional materials needed for effective teaching and learning in our primary schools, where possible, it should be a joint venture between the parents and the relevant arm(s) of government concerned. The same approach may be necessary for the provision and maintenance of school structural facilities.

iii. **Laying the foundation in proper funding**

The Universal Primary Education (UPE) introduced in 1955 by the government of Western Region and in 1957 by the government of Eastern Region collapsed because of poor funding (Onwueme, 2001). In 1976, the federal government of Nigeria launched the Universal Primary Education which also failed due to lack of proper planning and funding. Accordingly, Onwueme (2001), notes that funding of education in Nigeria has been problematic over the years. He maintains that funding of primary education in particular should be handled by the three tiers of government. Accordingly, Onwueme (2001) reported that:

- a. Federal Government should be responsible for the provision of building and furniture, teachers' salaries and allowances and payment for the teacher-training programme.
- b. State government should be responsible for the provision of equipment and libraries.
- c. Local government should assume responsibility for non-teaching staff salaries, textbooks and maintenance of buildings.
- d. Parents should provide writing material and clothing for their children.

Furthermore, Decree 31 of 1988 which established the National Primary Education Commission (NPEC) offered the formula for funding of primary education as follows: Local Government 80%, State Government 30%, Federal government 20% while decree (3) of

January 1999 made 100% funding of primary school the responsibility of local government councils. According to him, the recent revision of allocation formula whereby 41%, 36% and 23% allocated to the Federal, State and Local Governments have not been accepted by all concerned.

Fafunwa (2001) maintains that the Universal Basic Education covers non-literate Nigerians who make up 45% of our population in addition to all children of school age which represents another 20% of the population making a total of about 65% of Nigerian's population. He believes that 70% of education budget should be allocated to this level of education, because according to him, a system that neglects primary education, which is the very foundation of the entire educational system will not have good secondary or good university education, and neither its economy, nor its people will progress, and as a result poverty, ignorance and disease will envelop the people. However, the funding of UBE Programme in Nigeria has been enhanced in recent times as pointed out by Egwuasi, Ekwere, Azunwena, & Okododo (2008). Foreign governmental and non-governmental bodies are also rendering some forms of financial assistance. These bodies are the World Bank, United Nations Educational, Scientific Cultural Organizations (UNESCO) and United Nations International Children Emergency Fund (UNICEF).

iv. **Laying foundation in quality of output from primary schools**

The success of the entire educational system in Nigeria depends greatly on the output from the primary schools. By quality of output, it means the quality of the child or children processed from our public primary schools after six to eight years of schooling. This concern was expressed by Okoro (2005) by posing the following questions:

- a. What emerges from the learner who has acquired this level of education? What are the expectations? What can the pupils do? What can he/ she not do? What problem can he/she solve for self, family and community?

b. What problem is beyond the scope of the education the person has acquired?

A careful study of Nigeria's primary school system, its function and output would provide objective answers to the above questions. But can conclusion be made based on face validity to assert that there is no quality of output in our public primary school?

c. Whatever the case, what are the expectations?

The Federal Republic of Nigeria (2004) spelt out the expected learning outcomes expected to do at the end of acquiring this level of education to include ability to communicate and think effectively, ability to think scientifically, reflectively, and acquiring permanent literacy and numeracy (Okoro, 2005). Is it valid to conclude that such foundations have been laid in our children in primary schools? Can a primary school child confidently communicate effectively foundation laying in schools? What really are the problems?

Generally, these children may be unable to acquire the expected skills because of so many factors that militate against the effective functioning of our public primary schools. These may include lack of commitment to qualitative education by all the stakeholders in terms of appointment and training of qualified teachers as administrators of primary schools, recruitment of qualified teachers, motivation of teachers, and regular payment of teachers' salaries. To this end, all the stakeholders must play their roles creditably. The three tiers of government must provide the necessary infrastructure, equipment and relevant instructional materials for effective teaching and learning in the primary schools. The recruitment and selection of teachers for primary school should be based on proven ability and interest in the education of the child and requisite entry qualifications into the teaching profession. Serving teachers should be sufficiently motivated so as to take their teaching assignment seriously (Okoro, 2005).

Parents are expected to play their roles by providing learning materials and proper upkeep maintenance for their children in schools. They should cooperate and collaborate with

teachers to ensure that the child does his/her homework, studies at home after school, and report abnormal behaviour to the teacher for academic counselling and guidance at school. Teachers and parents should encourage children to learn instead of helping them to cheat in examinations. Teachers should concentrate all their efforts on teaching during school hours than reserving such important lessons for private lessons for which parents are made to pay compulsorily (Okoro, 2005). The headmaster/ headmistress, school inspectors/ supervisors should do their work effectively by ensuring that proper and periodic supervision of teachers are carried out at least twice in a school term to ensure improved performance by teachers. There should be prompt and regular payment of teachers' salaries and allowances as well as other incentives to boost their morale at work.

The objective of primary school education is to lay a foundation of holistic child development. That is proper child development in all fronts. The ability of teachers to manage their classroom well by treating the pupils equal, showing love, concern, maintaining classroom order, avoiding chaos, disruption and helping pupils to have good inter-personal social skill will help in achieving the overall goals of primary school education.

Concept of Classroom Management

Classroom management is defined as an organization and how a teacher controls the pupils' behavior so that the teaching and learning process can happen effectively. Classroom management is a skill which requires the teacher to manage the time, space, resources and pupils' behaviour in preparing a conducive learning environment (Manjula, 2013). The aims of classroom management include encouraging the desired behaviour from the pupils, creating positive learning environment, forming an interpersonal relationship between teacher and pupils and using the time allocated for learning to optimal. Others are encouraging the involvement of pupils in the teaching and learning process, reducing the disciplinary problems and managing an effective routine.

According to Achuonye and Ajoku (2002), classroom management is described as the organizing, controlling, directing different variables in the classroom in order to achieve teaching and learning objectives. Classroom management could be regarded as the integration and the effective use of the teacher's basic qualities such as the teacher's knowledge of the subject matter, the teacher's ability to use teaching method that promotes learning and lastly, the teacher's knowledge of the learner (Nwiyi, 2016).

Therefore, classroom management involves activities by which teacher's establish and maintain condition that enable individuals in the classroom to apply all their natural and creative talents to the challenge of educational task. These talents include professional teacher attitudes that keep teachers away from preferential treatments and bias tendencies; attitudes that ensures smooth classroom management. From the definition above, it is clear that there are many components of classroom management, and obviously the manner in which the classroom is managed affect the pupil performance which invariably may affect the attainment of primary education objectives. Therefore, classroom management in this context involves the total activities that the teacher engages in while organizing both human and material recourses meant for the classroom to ensure effective teaching and learning (Nwiyi, 2016).

Additionally, classroom management involves good seating arrangement, adequate utilization of the educational facilities, classroom control, cleanliness in the classroom and effective teacher who possesses attributes such as good knowledge of the subject matter, mastery of teaching skills and methods, good knowledge of the learner, good personality, resourceful, good leadership style and ability to inspire the learners. Classroom management is described as a room where pupils converge for the purpose of learning under the guidance of a teacher, while classroom management involves the organization, maintenance and utilization of various components of the classroom to enhance teaching and learning (Nwiyi,

2016). Therefore, it beholds on the teacher who is skilful, knowledgeable and inspiring of the learners to effectively manage the classroom so as to achieve the goals of primary education. An effective teacher makes sure that chalkboard, seat/ desk, ventilation and lightening, and good hygiene are maintained in the classroom for effective teaching and learning to take place. Chalkboard, seats and desks should be arranged in neat rows with adequate spacing between rows by an effective teacher to enhance his/ her performance. This enables the teacher to move round the class, and 25-30 seats is allowed. Good ventilation and lightening are also required in order to create and maintain a conducive atmosphere for teaching and learning (Nwiyi, 2016).

As a way of enhancing performance, effective teachers provides provide all necessary items that support teaching and learning process. These include decorating the classroom with colourful charts, maps, pictures and objects that are pleasing to the eye and facilitates learning (Ololube, 2006). It is generally believed that all things being equal that is, if all these things are put in place and qualified teachers are engaged in our primary schools; teachers that uphold the principles of fairness, justice and equality which will prevent them from exhibiting any element of teacher favouritism in classroom. The objective of primary education will be achieved without hitches (Briggs et al, 2012).

Classroom Management in Primary Schools

Classroom management is invaluable to the accomplishment of the goals of primary education in Nigeria. Evertson and Weinstein (2006) described classroom management as the actions teachers take to create a supportive environment for the academic, social and emotional learning of pupils. They identified five types of actions as caring of pupils by teachers, supportive relationships with and among pupils, organizing and implementing instruction in ways that optimize pupils' access to learning. The importance of developing favourable teacher-pupil relationships is also expressed by Robert and Debra (2003).

Additionally, Evertson and Weinstein (2006) stated that teachers should encourage pupils' engagement in academic tasks, which can be done by using group management methods such as establishing rules and classroom procedures and promoting the development of pupils' social skill and self-regulation. Marzano and Marzano (2003) refer to this as making pupils responsible for their behaviour. Finally, teachers should be able to use appropriate interventions to assist pupils with behavioural problems. This indicated that effective classroom management improves pupils' behaviour and minimize disruptions. Hence, classroom management is an ongoing interaction between teachers and their pupils. Brophy (2006) presents a similar definition: "Classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining pupils' attention to lessons and engagement in activities)". Both definitions emphasize the importance of actions taken by the teacher to facilitate learning among the pupils.

Some Classroom Management Strategies

Instructional management is about the most important aspect of curriculum implementation in the classroom plan. On this regard, it centres on the strategies a teacher employs in managing classroom. Nancy and Bob (2018) highlighted that the first instructional strategies is the creation of the right classroom climate. This is to assure that pupils feel safe, secured and are engaged with their own learning. Learning decreases when pupils feel threatened or unchallenged. The second instructional strategy is the classroom plan. This helps teachers foster pupils' involvement and cooperation in classroom activities and helps establish a productive working environment. To establish a productive working environment, teachers need to make classroom stimulating and inviting. Classroom displays and arrangements must be functional and inviting. The third instructional strategy involves organizing classroom. Teachers will need to create room arrangements that allow for

activities that require movement. Stations or centres can be created for long-term learning and involvement. These stations can be placed so that pupils can easily find information, use computers, and access other technologies that would help with their learning (Nancy & Bob, 2018).

Under this process, the teacher with his vast experience should be flexible with knowledge of the subject matter and pupils, especially the fast and slow learners. He should use a variety of methods and techniques in the course of teaching and learning and adjust where necessary. It is good for teachers to establish relationship with pupils so encourage them to contribute effectively to the process of learning. Teacher's varying approaches to classroom management are reflected in different levels of effectiveness (Nancy & Bob, 2018). A well-prepared teacher has a much greater chance of achieving effective instructional management. The classroom management strategies include the following (Nancy & Bob, 2018):

i. **Rules guiding classroom behaviour**

The main tool used in managing pupils are the classroom rules. Most teachers set their rules for the pupils to follow, the rules are most effective if the children are involved in setting the rules. If the rules were agreed upon by everybody in the class, each of them will feel the responsibility of his own action. Consequences are set for breaking the rules which should also be agreed upon by the class. Daily implementation of the rules is necessary for them to be reminded and their obedience to the rules would be established. It is important that the rules would be implanted in their hearts and minds and this will be achieved by applying it daily until it would become a part of their daily routine in the classroom. Hanging the printed rules on the walls is not enough reminder, it should be applied. There is an exception in the case of early childhood where the pupils are too young to be involved in setting the classroom rules. In making rules, never use the negative word 'don't'. This word is not encouraging, it

is an irritant, use positive words that denote action. Examples of rules that can be given include: Listen when somebody is talking, respect the property of others, roaming around or standing is allowed only when permission is granted, talking or making unnecessary noise when the class is going on is strictly prohibited (unless it is activity time), raise hand when you need something or want to ease yourself, treat others with respect.

ii. **Making eye contact with pupils**

Eye contact is an effective treatment to those who are not paying attention or not well behaved in class. It brings classroom into silence than yelling at pupils to be silent. When the teacher is talking or giving instructions and some are not paying attention, he should stop and look at those who are talking. Since the teacher is already quiet, all of them will be wondering why and they will be quiet too. The talkative will realize what he/she did and will be embarrassed to do it again. This is also a good time to remind them of the rule: Listen When somebody is talking. Eye contact is effective than yelling and threatening to keep them quiet.

iii. **Positive reinforcement technique by teachers**

Positive reinforcement technique is helpful for pupils who have behaviour problems in class. What the teacher does is to give responsibility to the one who is a trouble maker. The teacher can assign him/her to be the peacemaker e.g. writing the names of noise makers which means he/she will be the in-charge of the peace and harmony in the class. It works because the pupil may never have trouble with others. He or she feels his responsibility and is praised by his/her classmates which will encourage him/her to change attitude (Kelly & Pohl, 2018). Since not all pupils are responsible for their own actions, there are times that others tend to forget the agreements which were made in class in forms of rules. Instead of using the word punishment for breaking the agreement or rule, the teacher could use the word 'service'. When somebody breaks the rule, he will be given work to do, like cleaning the office,

arranging the books in the library, etc. which involves serving others. This would help them feel the joy of helping others especially if they are recognized by the people they had helped. Though it is a sort of punishment in a real sense but they do not feel it that way. We know that children do not want to do community service every day; so, this would help them to be careful not to break rules (Kelly & Pohl, 2018).

iv. **Classroom sitting arrangement**

Classroom management is something that is imperative to any level of educator. As educators begin to interact with their classrooms, there can be very few things that are completely under their control. One of the main things an educator can control is the desk arrangement of the classroom (Joseph, 2014). Best practices as given by Dunbar (2004) suggest a few rules to guide classroom arrangement is that pupils should be seated where their attention is directed toward the teacher and, high traffic areas should be free from congestion. Classroom arrangement will depend on the likes of the teacher, the type of class, learners' composition, types of lesson and learners' level. Common classroom arrangements are horse hoof, row, cluster, and round table types. The physical arrangement of the classroom should match the teacher's philosophy of learning. Pupils should also have easy access to necessary materials.

v. **Active monitoring of pupils**

Active monitoring involves watching behaviour closely, intervening to correct bad behaviour before it escalates. Teacher are always expected to be attentive to pupils' individual behaviour and learning needs. This means that for a teacher to maintain a learning environment, he needs to actively monitor the activities of the pupils. Teacher must monitor both pupils' behaviour and learning by keeping eyes out for when pupils appear stuck, when they need: help, redirection, correction and encouragement. In order to maintain an effective classroom management, teacher must always check pupils' understanding. This he can do

privately and publicly. Teacher must always anticipate learners' actions and reactions during a lesson in order to deal precisely with any problem that could occur.

vi. **Classroom communication pattern**

Another important factor in classroom management according to Cowley (2013) is the communication pattern used by both teachers and pupils. The communication style of a teacher has a lot of influence on the achievement of pupils. Effective teacher will describe objective clearly, give accurate instruction for assignment and respond to pupil's questions and understand the needs of the pupils. Communication should be made in clear language which will enhance pupils' understanding. Pupils should be encouraged to make their own contribution and they should be made to understand that their contribution is valued.

vii. **Preventing disruptions (discipline)**

Effectively managed classrooms are orderly (relatively speaking), with a minimum of pupil's misbehaviour and reasonable levels of time on task. Effective classroom managers are more skilled at preventing disruptions from occurring in the first place. Teachers who are interested in fostering and promoting effective classroom learning cannot ignore classroom behaviour of their pupils. They work towards ensuring that learners acquire important habits that would help them cope with learning events (Adeyomo, 2012). Similarly, they always tries to help pupils to feel, think and act respectfully with others. These enable them to learn how to pursue their own wellbeing and to act in consideration of the feelings of others. Observant teachers know when learner behaviour becomes disruptive and interferes with classroom activities.

Teachers are responsible for the education of large groups of pupils. When pupils display disruptive behaviour, the teacher must stop what he/ she is doing to remedy the situation. The interruptions adversely affect all of the pupils in the classroom. Disruptive behaviours include coming into the classroom by late comers, noise making and passing

items such as book from one pupil to another (Ann, 2017). Other disruptive behaviours include sleeping, eating and overt inattentiveness such as reading inappropriate materials. The use of derogatory language, threatening behaviour or verbal abuse is disruptive and might need further intervention, such as alerting law enforcement officials.

The physical and psychological environments of the school may be such that do not promote orderly behaviour (Santrock, 2004). Schools that are too large, impersonal and competitive lack rules and regulations, and may create conditions not conducive for meaningful learning. Teacher's level of intelligence, subject matter master and professional competence may determine their relationship with pupils. The behaviour of children may be influenced by their psychological disposition which in turn, may have its origin from their homes. Kounin (2009) identified specific approaches to keep pupils focused on learning and reduce the likelihood of classroom disruption. These include:

- a. Wittiness: Communicating that you know what the pupils are doing and what is going on in the classroom
- b. Overlapping: Attending to different events simultaneously, without being totally diverted by a disruption or other activity
- c. Smoothness and momentum in lessons: Maintaining a brisk pace and giving continuous activity signals or cues (such as standing near inattentive pupils or directing questions to potentially disruptive pupils)
- d. Group alerting: Involving all the children in recitation tasks and keeping all pupil's "alerted" to the task at hand
- e. Stimulating seatwork: Providing seatwork activities that offer variety and challenge.

Concept of Social Skill

According to Sharon, Lynch and Cynthia (2010), social skill are behaviours that promote positive interaction with others and the environment. Some of these skills include showing empathy, participation in group activities, generosity and helpfulness, communicating with others, negotiating, and problem solving. Well-informed teachers of young children recognize the importance of children's social development. The development of social skill lays a critical foundation for later academic achievement as well as work-related skills (McClelland & Morrison, 2003). Social development is such a key issue with young children that a number of methods to address social skill have been advocated. Some of these methods include setting up classrooms to enhance social development, providing play opportunities to promote social functioning, and teaching social skill directly. Teaching social skill can incorporate a number of techniques, including direct instruction, learning from peers, prevention of problem behaviours, and children's books. Many social behaviours are better learned among peers (Ladd, 2005), so teachers of young children are in a unique position to promote social learning in their classrooms. The purpose of this article is to provide teachers with several research-based strategies to promote young children's social skill development.

All children need to learn appropriate social skill. Social skill are behaviours that promote positive interaction with others and the environment. Some of these skills include showing empathy, participation in group activities and generosity. Others are helpfulness, communicating with others, negotiating, and problem solving. Children learn these skills from the adults and children in their environment who model and explain how to behave in particular circumstances (Ladd, 2005). The social skill that children learn when they are young form the basis for subsequent relationships that they develop in later childhood and

adulthood (Ladd & Burgess, 2001). Because of the importance of social development in the formative early years, all children need to learn and practice social skill.

According to National Association of School Psychologists (2002), Pupils with poor social skill have been shown to experience difficulties in interpersonal relationships with parents, teachers, and peers evoke highly negative responses from others that lead to high levels of peer rejection which has been linked on several occasions with school violence, showing signs of depression, aggression and anxiety and demonstrating poor academic performance as an indirect consequences. With a view to ensure good social skill in children, teachers must ensure that appropriate classroom management strategies and control measures are always employed for pre-emptive and correctional efforts.

Concept of Teacher Favouritism

Early childhood teachers are part of society at large and can transmit ideas and values from this community into the classroom both consciously and subconsciously. To overcome discrimination, teachers are encouraged to self-reflect and uncover these biases – after all, teachers are human (Pauline, 2008). Though human, they have a moral and ethical responsibility to their pupils - a responsibility to treat pupils fairly and with respect, use appropriate methods and materials to teach them, hold high expectations of them, and make decisions regarding their wellbeing. Pupils, parents, and the community depend on educators as guides to develop both personally and professionally. However, a teacher's responsibilities to their pupils can be compromised by prejudicial attitudes and hidden biases that may negatively affect their decision making, instruction and interactions with pupils. Researchers with Project Implicit, a collaboration of scholars at different Universities, have found that implicit or unconscious bias is widespread (Pauline, 2008).

While educators are not alone in harbouring negative attitudes, they are in a position of authority with their pupils. Unconscious bias has been found to manifest itself in a number

of negative ways in the classroom that impact achievement, self-esteem and reinforce stereotypes (Christopher, 2004). For example, personal liking and familiarity could make a teacher to concentrate more on some pupils, give them more attention than other pupils. Adopting a colour-blind perspective - a perspective that one's group membership really does not matter, is often a cloak for appearing unbiased, and it is the basis of a micro aggression (Christopher, 2004). Minority pupils and other marginalized groups have an increased sensitivity to low expectations and a negative self-image. They may also experience anxiety about conforming to negative stereotypes levelled against their group (Christopher, 2004). This is called 'stereotype threat'. In a genuine effort to create a classroom in which discrimination is counteracted in schools. Educators must confront their own biases and examine their external manifestation, especially as it is reflected upon their pupils (Tanith, 2017). Naturally, showing preferential treatments by a teacher or being biased is a form of negative attitude which could affect both pupils' performance and personality development.

In some cases, teachers' gender comes into play when playing favourites. Ashley (2012) discovered that male and female teachers place extra expectations on pupils of the opposite sex. Ashley concluded that male teachers place higher expectations on female pupils while female teachers place higher expectations on male pupils. On the other side of the spectrum of setting these biases, teachers can undermine other pupils within the classroom creating an unbalanced classroom, leading to a lack of motivation when other pupils are privileged. If teachers are ignoring their unconscious gender biases towards their pupils, their schools, and themselves, these gender biases, which may have developed from cultural norms, can lead to bias in the classroom. Gender bias occurs when people make assumptions regarding behaviours, abilities or preferences of others based upon their gender. These biases unfold in pupil practices and teachers' acceptance of certain behaviours of particular pupils within the classroom. Teachers need to work to evaluate and examine their pedagogical practices and believes to ensure fair treatment is given to all pupils in working towards challenging gender biases. Essentially,

labelling specific genders with high expectations of performance and success can lead to detrimental environment for all.

Teacher favouritism could undermine effective classroom management and control. For instance, some pupils might feel unloved, uncared for neglected and unimportant. This could limit their participation in classroom activities. It could also make them to be aggressive, disrespectful and less obedient to classroom rules. These may in turn make it difficult for the teacher to manage the classroom effectively.

Causes of Teacher Favouritism

The causes of teacher favouritism could be numerous depending on the classroom management style and teaching strategy. The main causes as highlighted by the literature are ethnic and racial background, gender, family socio-economic background, familiarity and personal liking or attachment (Christopher, 2004).

Another cause of teacher favouritism is parental influence on teachers. In some instances, teachers accepts gratification from parents in the form of gift as a means of appreciation for a job well done. In most cases such gift comes with no strings attached or without ulterior motive, but the gratifications have psychological effects on the teachers. This compel teachers to fall in love with the children of those parents and subsequently, elements of teacher favouritism sets in. In some cases, some parents gives out gratification intentionally for their children to have extra care and attention over other pupils. This may be avoided when accepting gifts and gratifications by teachers from parents/ guardians are prohibited. Additionally, teachers offering home/ extra lesson to some of their pupils compels them to favour such pupils. Thus the need for school managements to regulate employment of teachers by parents/ guardians for home/ extra lessons.

Additionally, unprofessional teacher practices like ethnic and religious bigotry, gender sensitivity and recognizing pupil's familiarity are among the contributing factors of

teacher favouritism. Thus, the need for teachers to be professional in the discharge of their duties.

Effects of Teacher Favouritism

No teacher wants to confront the possibility that he/she favours some pupils over others. The literature indicated that failure to create teacher-pupil relationship results in negative impact on growth of social skill and self-confidence, marginalized and differentiated teaching behaviours, lower academic achievement and leads to conflict and aggression in the classroom (Christopher, 2004). In identifying the effect of teacher favouritism, self-examination is crucial, because favouritism is bad not only for classroom management, it's worse for pupils' development. Some of the effects of teacher favouritism are as follows (Christopher, 2004):

- i. It creates a class system. Playing favourite by a teacher gives rise to a class system where certain pupils will be socially grouped and labelled as special or entitled or somehow better than others. This causes hurt, confusion, and fist-shaking unfairness. It discourages teamwork and creates friction and jealousy among pupils and it brings about bullying behaviour.
- ii. It causes resentment. Pupils are often underestimated. They may be short, gangly, or self-absorbed, but they're real people with real feelings, and they're more observant than given credit for. If a teacher plays favourite by affording special privileges or attention for some and not others, every pupil will know it. And they'll simmer with resentment because of it.
- iii. It weakens self-confidence. Giving a reserved attention to some selected pupils by a teacher could blow away the self-confidence of other pupils particularly the ones with a shy personality. Favouritism can be hurtful, making pupils less trusting, less inclined to participate, and less willing to take healthy social chances.

iv. It creates unhappy classroom. It's obvious to pupils when a teacher plays favourites. In most circumstances the only one that may be unaware of it is the teacher him/ herself. The resulting resentments, dislike, and distrust creates unhappy classroom which is the death knell of classroom management. For if pupils are unhappy, if they don't like being with a teacher, the teacher is going to struggle with near-constant misbehaviour.

v. It undermines teacher's influence. Playing favourites may undermine teacher's likeability, build rapport with pupils and acquire behaviour-changing leverage. To create a dream classroom, to create the teaching experience a teacher really want, the teacher must continually work toward a trusting and influential relationship with his/her pupils. Playing favourites makes this an impossibility.

Anti-bias Strategies in Primary Schools

According to Ramsey (2015), in order to identify and possibly tackle the menace of favouritism and or, bias in a classroom setting, teachers needs to psycho analyse themselves by taking note of the following:

i. Admission. The first step to uncovering a hidden bias is to acknowledge it. A teacher should admit that he/she may harbour prejudicial attitudes that increases their visibility and reduces the fear that your bias may be discovered. The lack of awareness, or even minimal awareness, that one's behaviour or feelings is rooted in bias and bigotry is insulting and invalidating to the pupil. Admitting holding a biased attitudes toward certain groups will save time and energy covering up or pretending that they do not exist, and can help in eliminating them.

ii. Reflection. Engaging in regular self-reflection and self-examination. Reflection is important for similar reasons that studying history is important. People study the past to improve the present. Reflection can help teachers to uncover hidden bias and develop ways to reduce and eliminate unhealthy stereotypes and prejudice. Rethinking a problem, dilemma,

decision, lesson, or even the selection of instructional materials, is not only healthy for uncovering bias, but good practice toward eliminating it.

iii. Daily contemplation. It is important for teachers to set aside time each day to reflect on daily decision making and choices. Hidden bias stays hidden because a teacher's day is very busy and there is much to do. Also, it is uncomfortable to admit to something that is generally seen as socially unacceptable. Some researchers estimate that teachers make hundreds of decisions a day that impact pupils. Whether large or small, decisions that teachers make regarding pupils have far-reaching consequences. There is a relationship between unconscious bias and explicit or outward acts of discrimination. Not responding appropriately to slurs or comments sends a message to pupils that you condone such behaviour.

iv. Questioning choices. Look for alternative or competing explanations or choices. Reflection allows time to reconsider choices, decision, selections, options and motives. Simply put, reflection improves teaching and encourages self-examination. Effective teachers reflect on the situation, study the problem and look for alternative or competing explanations, instead of relying on stereotypes and snap judgments. Reflection improves practice by helping a teachers to consider the many ways they might have modified or differentiated their instruction.

v. Learning. Develop friendly relationships with individuals, communities and groups of different background. By expanding circle of friends and acquaintances, one can be able to challenge stereotypes. This is an excellent opportunity to promote respect inside and outside the classroom (Ramsey, 2015). Bias does not subside at the end of the work or school day. It travels with its host. Prejudice is known to be situational, meaning that some situations may evoke greater fear or discomfort than others, and are therefore met by a more biased or

bigoted, or even violent response. Getting to know pupils, their families and communities in settings outside of the classroom promotes positive avenues for dialogue and interaction.

In addition, a teacher should be able to become aware of personal bias, understand that it can be transferred into the classroom, consciously create time and space to reflect upon personal bias to avoid imparting them on pupils, and lastly, be able to develop a plan for counteracting it.

Effects of Teacher Favouritism on Social Skill of Children

Many children appear to be socially adept from birth, while, others struggle with several challenges of social acceptance. There are children that make friends easily while others do not. Some children have self-control and are easy going in nature while others are not. Some were born with innate leadership traits, while others are withdrawn (Lawrence, 2004).

Numerous aspects of social development appear to be an innate part of a child's temperament, but it is believed that environment also plays important role in shaping a child's social development. Psychologists have become increasingly aware that social skill can, and should, be taught. Many studies have shown that shy children can become more outgoing, aggressive children can learn self-control, and children who tend to be social isolates can be taught how to make friends by a teacher. Contrarily, showing bias attitudes and preferential treatment by teachers among their pupils could undermine their effort of developing the pupils socially as the victims of such unprofessional practice by teachers would make pupils feel unwanted, unimportant and unloved. This could make shy and less friendly pupils to become more reserved and isolated.

Biased attitude is an example of negative teacher attitudes which could have a devastating effect on pupils' personality. This is because teachers serve as role models to children. Therefore, exhibiting any form of negative attitude by a teacher such as being unjust

or showing preferential treatment among pupils could affect pupils' personality later in life. According to Mucella, Melis and Ahu Eryilmaz (2011) teachers' positive attitudes such as being friendly and caring to all have positive effects on pupils' performance and personality developments, negative attitudes could have a negative effect on both the performance and personality development of pupils. This shows that teachers surpass the boundaries of the classroom in individuals' educational lives and its evident how effective they can be during the whole life of pupils.

It should be noted that children take on role models while growing and developing. Thus, behaviour and attitude of teachers, who are the second best role models of children apart from their parents, have an effect on their personality development and thus, are expected to shy away from being biased or having favourites among pupils. (Mucella et al., 2011).

Developing Social Skill in Children

Children are born with the need and desire to connect with those around them. When teachers and providers establish positive relationships with children from birth through the early years, and value their diverse languages and cultures, children feels safe and secure, laying the foundation for healthy social and emotional development (Damon, 2015). This process affects how children experience the world, express themselves, manage their emotions and establish positive relationships with others.

Toddlers continue to develop their social skill through interaction with parents and caregivers. They also begin to develop social relationship with their peers. Having realistic expectations for a toddler's behaviour is important in understanding how best to support their social skill development. The following are ways of developing social skill in children (Damon, 2015):

i. Provision of opportunities for playful group activities

Place developmentally appropriate toys on the floor and allow children to play and explore together. Even if children are playing side-by-side, they are learning from their peers and developing their social skill.

ii. Providing children with choices daily

Create opportunities for children to choose activities, toys, or snacks. For children who don't yet have the words to express their choices, provide other communication options such as pointing to items or pictures and even signing. Giving children choices helps them feel heard, engaged, and in control.

iii. Teaching children to share and take turn through daily routines

Toddlers are beginning to learn how to share and take turns, which is hard to do and takes time and practice. Always let children take the pleasure of making choice for themselves on small matters.

iv. Encouraging friendship

Friendship enable children to express themselves, learn from their peers and feel free. It also gives them the opportunity to practice sharing, controlling their emotions, understanding the emotion of others, taking turns, resolving conflicts and experience the joy of friendship.

Empirical Review

Classroom Management

Many educators have been researching about the connection between teacher favouritism and classroom management for long and have arrived at several conclusion. Kemal (2009) conducted a survey on the effect of classroom management skill of elementary school teachers on undesirable disciplinary behaviour of pupils. Kemal felt that majority of disciplinary incidents such as misbehaviours of pupils emanating from poor social interactions are due to insufficiency of teachers' classroom management skill. The research was conducted as a survey with 450 teachers commissioned in the city of Antalya. Data was

analysed using t-test with regards to the significance of regression coefficients. A significant relationship between classroom management skill of the teachers and disciplinary behaviour of the pupils was observed. It was observed that there is a positive relation between all pupils' disciplinary behaviour and teacher-pupil relation, communication, recognition of pupil characteristics, pupil needs and motivation. The study revealed that teacher negative attributes such as poor teacher-pupil relationship that emanates from bias treatment could establish a foundation for mismanaged classroom. This study stressed the importance of teacher caring behaviour, good communication skill and establishment of equal treatment ground for all pupils that lays the foundation for healthier teacher-pupil relationship.

Furthermore, Kuranchie, Twene, Mensa and Arthur (2014) studied a number of corrupt practices and the conditions promoting them. The study was motivated by the scarcity of information on where the alleged practice emanates from and the conditions in academic institutions perceived to be promoting the practice. The cross-sectional survey utilized students from two universities in Ghana. Questionnaire was the main research instrument used for the data gathering. The instrument was validated through peer review and pilot testing. Explorative survey design was adopted for the study. The study was designed along quantitative dimension. This made it possible to sample a large number of students to express their views on the issues under investigation. The research questions were answered using descriptive statistics in the form of percentages and frequency counts while the hypothesis was tested using inferential statistics like independent t-test. The study disclosed that pupils perceived favouritism and nepotism to be among the major forms of corrupt practices in academic institutions and staff are perceived to be the initiators.

Similarly, Gift (2017) adopted a cross-sectional cohort study of classroom management and the attainment of educational objectives in primary schools in Nigeria. The study employed a pre-test and post-test method to get a dependable evaluation scale with the

aim of determining whether the pre-test result will be similar to that of the post-test. The study sample comprised of 231 primary school teachers. Ten public primary schools were arbitrarily selected. The study first aimed at determining whether significant difference exists in the pre-test and post-test scores of the quality of teachers and effective classroom management, the quality of teachers and the attainment of educational objective,. The data set created a varied range of statistical analyses: Mean, SD, One-Way Analysis of Variance (ANOVA) (F), and t-test (t). The result revealed significant relationships between the quality of teachers and classroom management and the attainment of educational objectives.

From the reviewed researches in the above paragraphs, it is evident that teachers' quality covering both attitude, conduct and relationship with pupils affects classroom management.

Children's Social Skill

David and Mathew (2016) conducted a study on teacher and teaching effects on pupils' attitudes and behaviors. The study has focused predominantly on how teachers affect pupils' achievement on tests despite evidence that a broad range of attitudes and behaviours are equally important to their long-term success. Data was obtained from participating fourth- and fifth-grade teachers (N = 310) in four anonymous, medium to large school districts on the East coast of the United States who agreed to have their classes videotaped, complete a teacher questionnaire, and help collect a set of pupils' outcomes. Teachers were clustered within 52 schools, with an average of six teachers per school. Descriptive statistic was used in analysing the collected data. It was observed that upper-elementary teachers have large effects on self-reported measures of pupils' self-efficacy in math, and happiness and behaviour in class. Pupils' attitudes and behaviours are predicted by teaching practices most proximal to these measures, including teachers' emotional support and classroom

organization. However, teachers who are effective at improving test scores often are not equally effective at improving pupils' attitudes and behaviours. These findings lend empirical evidence to well-established theory on the multidimensional nature of teaching and the need to identify strategies for improving the full range of teachers' skills.

According to Vygotsky (1978), social skill is very important in child development and social development. The school of thought believed that social skill supersedes cognitive and other forms of development (PN HQ, 2017). In order to affirm this, Richard (2008) investigated the influence of teachers caring behaviour on high school pupils' behaviour and grades. Richard asserted that behaviour as a by-product of social skill is evaluated when pupils perceive varying degrees of teacher caring and also by the pupils' ability to follow classroom rules and the number of disciplinary classroom rules. The researcher analysed the relationship between teachers' caring behaviours and anxiety, criticism, listening, reward, and friendship. The design is non-experimental, indicating that the study does not have a comparison or control group.

The study population consists of all the students in grades 9-12, ages 14-17, who attend one private parochial high school in the North East United States. The sample population consists of a total of 131 students in six classrooms. The survey instrument was presented to students in the form of statements describing how frequently the students' teacher used each behaviour. Students' questionnaire was used as the instrument for data collection. Gathered data was analysed using ANOVA. The findings indicated that when students perceive their teachers as genuinely caring, the resulting relationship significantly influences their behavior and social skill. When teachers care about their students, the students' attitudes, motivation, and behavior change in a positive direction because they want to please those who care for them. Plays a significant role on how the students relate with the teachers and likewise, with their peers.

Additionally, Iqbal, Hamdan, Alam, Sihatullah and Khalil (2013) investigated the effects of professional attitude of teachers on their teaching performance using government secondary school teachers in Malakand Region, Khyber Pakhtunkhwa, Pakistan as the case study. Close ended questionnaire was developed and administered to the selected sample. Test retest was used to validate the instrument. Gathered data was interpreted in simple percentage. Findings revealed that teachers with positive professional attitude perform better in the teaching and learning process.

Additionally, Debora and Tereza (2017) investigated the effects of teacher's attitudes towards the aggressive behaviour of pupils. The study tried to find out the connection between teacher profile and aggressive behaviour exhibited by pupils. The study also tried to analyse the key aspects such as prevention, intervention towards the aggression behaviour, the teacher's role in its management plus their professional training. It's a correlative, descriptive and non-experimental study supported by qualitative and quantitative research methods. The sample used was 202 kindergarten and 1st grade teachers, in primary schools in Ponta Delgada, Azores. A statistically significant differences were recognized between teacher's attitude and the aggressive behaviour of pupils displayed in the classroom, as well as between the preventive and punitive strategies and aggressive behaviour of pupils. This finding could be expressed in terms of classroom management. Poor teacher's attitude could lead to a rowdy and mismanaged classroom where disruption and lawlessness prevails. Also, disruption and lawlessness by pupils in classrooms could affect their social skill. Based on this analogy, it is valid to conclude that teacher's attitude significantly influence aggressive behaviours of pupils. This result reaffirmed the finding of this study that; teacher favouritism (attitude) significantly influence classroom management and social skill of pupils.

Similarly, David and Mathew (2017) carried out a survey on teacher and teaching effects on pupils' attitudes and behaviours. A teacher questionnaire was used as the research

instrument. The population of the study involves fourth and fifth grade teachers in four anonymous, medium to large school districts on the East coast of the United States who agreed to have their classes videotaped, complete a teacher questionnaire, and help collect a set of student outcomes. Exactly 310 teachers were clustered within 52 schools, with an average of six teachers per school. Descriptive statistics was used in analysing the gathered data. Results obtained shows that teacher characteristics affects pupils' attitude and behaviours. Findings obtained in the above paragraphs emphasized the importance of good teacher-pupils relationship, teacher caring behaviour, equal and unbiased treatment on social skill of pupils.

Appraisal of Reviewed Literature

The literature review commenced with a general look at numerous views and thoughts on social constructivism theory of learning, apparent conditioning theory, choice theory and theory of classroom management which serves as the theoretical review that guided this study. This was followed by a critical review of the conceptual studies such as concept of classroom management, classroom management in primary schools, concept, causes and effects of teacher favouritism on both classroom management and social skill of pupils. It was discovered that teacher favouritism influences both classroom management and pupils' social skill. However, the review did not establish a fact on whether teacher favouritism influence classroom management and social skill of pupils. The review also failed to give an insight as to whether the moderating variables of gender, qualification and experience could influence teacher favouritism or, teachers' ability to manage classrooms. This seeming neglect was what necessitated this study.

From the reviewed literature, teacher favouritism was found to be any form teacher preferential treatment and bias that does not conform to the principles of justice, fairness and equality. The literature indicated that teacher favouritism results in negative impact on

growth of social skill and self-confidence, marginalized and differentiated teaching behaviours, classroom system and resentment. Others are weakening of pupil's self-confidence, creating unhappy classroom and undermining teachers' influence. This statement is factual because teacher favouritism can make its victims to be reserved, demoralized and lose interest in classroom activities.

The reviewed literature highlighted classroom management as total activities that teachers engage in while organizing both human and material resources. The literature indicated significant relationship between quality of teachers (i.e. attitude, conduct and relationship with pupils) and classroom management. The literature also revealed that mismanaged classroom breeds poor social interaction that results in disciplinary behaviour in children. This is agreeable in that mismanaged classrooms comes with disruption, violation of classroom rules in addition to teacher disobedience.

Also, the reviewed literature summed up social skill as behaviours that provide positive interaction between individuals or groups. It highlighted that teachers' positive attitudes of justice, fairness, equality and good teacher – pupil relationship influence pupils' behaviour, personality and social skill.

On the independent variable of teacher favouritism, the literature searched was able to position the review according to authors' view on their conceptual meanings. However, to give the review a broader focus, empirical studies were reviewed so as to determine the extent to which previous finding could be evaluated in relation to the problem of the study stated in chapter one. Several empirical studies were conducted covering the dependent and independent variables involved. The empirical studies reaffirmed what the researcher obtained in the reviewed literature.

Finally, literature reviewed on moderating variables of teachers' gender, qualification and experience highlighted no significant difference in both teacher favouritism and classroom management of teachers in primary schools. At this juncture, the researcher's expression in this study is motivated by findings and stands as mirrored in the literature review. Nevertheless, the reviewed literature failed to create a connection between the moderating variables of gender, qualification and experience, and the effect these variables have on teacher favouritism and social skill of pupils. This was what this study did.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents information on the process and procedures employed in carrying out the research work. This chapter was discussed under the following sub-headings:

Research Design.

Population

Sample and Sampling Techniques.

Research Instrument.

Validity of the Instrument

Reliability of the Instrument

Procedure for Data Collection

Method of Data Analysis.

Research Design

The research design employed for the study was a descriptive survey. The design was adopted because it deals with present phenomena in terms of conditions, practices, beliefs, processes, relationships or trends such as occurrence and magnitude of phenomena such as teacher favouritism, between or among a number of variables such as classroom management and pupils' social skill among others (Neeru, 2012). Aggarwal (2008) maintained that descriptive research is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. The idea behind using this type of research is to enable the researcher to effectively define the opinion of the respondents and their attitude or behaviour with respect to teacher favouritism.

Population of the Study

The population of the study comprised of all lower basic pupils and teachers of public primary schools in Kwara State. There are 5,759 lower basic teachers in Kwara State public

primary schools (KWSUBEB, 2017). Kwara State was stratified into three Senatorial Districts. An equal number of schools were chosen randomly from each of the Senatorial District. The sample was picked randomly out of these randomly selected schools.

Sampling Technique

Stratified random sampling technique was employed in sampling the respondents. Stratified sampling is a form of probability sampling in which study population is divided into subgroups called strata (Nayeeem & Huma, 2017). Kwara State was stratified into three Senatorial Districts; Kwara South, Kwara North and Kwara central senatorial districts. Simple random sampling technique was then employed in which 10 schools were randomly selected from each of the strata. Proportionate sampling technique was later used to select the sample in proportion to the size of the respondents in each of the district. This selection depends upon considerations involving personal judgment and convenience (Groves, Fowler, Couper, Lepkowski, Singer & Tourangeau, 2009). The method reduces sampling bias and helped the researcher to produce a sample that accurately reflect and represent the study population. It is in light of these advantages that the researcher found the method appropriate for this study.

The population size of pre-basic teachers in public primary schools is 5,759 (KWSUBEB, 2017). 369 teachers were drawn from the study population at 5% margin of error, 95% confidence level and 50% response distribution electronically in line with the following mathematical relation (research-advisors.com):

$$n = \frac{X^2 \times N \times P \times (1 - P)}{(M^2 \times (N - 1)) + (X^2 \times P \times (1 - P))}$$

Where n is the sample size = ?

N is the population size = 5,759

X^2 is the Chi-square for the specific confidence taken as 1.96

P is the population proportion taken as 0.50

M^2 is the desired margin of error taken as 0.05

Thus;

$$n = \frac{(1.96)^2 \times 5759 \times 0.5 \times (1 - 0.5)}{(0.05)^2 \times (5759 - 1) + (1.96)^2 \times 0.5 (1 - 0.5)} = 369 \text{ (sample size)}$$

The sample size drawn amounted to 6.4% of the study population. A total of 13, 247 pupils under the sampled teachers were also observed in this study. This figure was obtained by headcount and summing up of pupils in the classes participated. The table below summarized proportion to size sampling of respondents in each of the three Senatorial Districts.

Table 1: The table shows summary of sampling in proportion to size in each of the strata

Senatorial District	Teachers	
	Population	Sample
Kwara Central	2,185	140
Kwara North	1,586	102
Kwara South	1,988	127
TOTAL	5,759	369

Table 2: Distribution of Respondents (teachers) based on Gender using simple percentage and frequency count.

Gender	Frequency	Percentage
Male	86	23.3
Female	283	76.7
Total	369	100.0

Eighty-six (86) of the respondents representing 23.3% were male while two hundred and eighty-three (283) of the respondents were female representing 76.7%. From the analysis above, it is apparent that female respondents were found to be more in number than male respondents.

Research Instruments

The three instruments used for this study were Teacher Favouritism Questionnaire (TFQ) completed by the teachers, Classroom Management Observation Checklist (CMOC) completed by the researcher and research assistants, and Pupils Social Skill Observation Checklist (PSSOC) completed by the researcher and research assistants during classroom session where they observed social behaviours of pupils respectively. There was no disclosure to the teachers about the exact nature of the research and all findings were kept confidential and anonymous.

The Teacher Favouritism Questionnaire (TFQ) was designed in two sections. Section 'A' covered gender, qualification and years of experience while section 'B' contains 20 item statements designed to bring out teachers' understanding, opinion, feelings and conducts on matters related to teacher favouritism. Classroom Management Observation Checklist (CMOC) was designed to reflect teacher management conducts. It covered physical settings, instructional planning and delivery, behavioural consideration (disciplinary measure) and social considerations. Similarly, Pupils' Social Skill Observation Checklist (PSSOC) was used as a tool that covers areas related to pupils' interactions.

Validity of the Instrument

The validity of the instrument is the extent to which the instrument measures what it is intended to measure (Creswell, 2014). Roberta and Alison (2015) also described validity as the extent to which a concept is accurately measured in a quantitative study. Each of the instruments was subjected to both face and content validity test by giving them to some

lecturers in the Department of Early Childhood and Primary Education for their views, opinion and observations, thereafter the instruments were given to the project supervisor for necessary comments, suggestions and amendments before it was administered.

Reliability of the Instrument

Reliability of an instrument means “consistency”. It refers to the extent to which the instrument gives a consistent result after repeated trials (Creswell, 2014). The questionnaire and the observation checklists were subjected to test-retest reliability technique through a pilot study to ascertain their reliability. This involved picking public primary schools outside the sampled schools, presenting an introduction letter collected from Head of Department, Early Childhood and Primary Education, to the management of the schools involved thereby seeking their consent.

The Teacher Favouritism Questionnaire was administered on 25 lower basic teachers. Having filled the questionnaires, same respondents were followed to their respective classes by two research assistants. While one research assistant is observing and recording the teacher’s classroom management using Classroom Management Observation Checklist while concurrently, another research assistant in the same class session was observing the social skill of the pupils and recording using Social Skill Observation Check List. The same test procedure was repeated after the interval of two weeks using the same schools and the same set of respondents. The reliability of the instruments was determined using Pearson Product Moment-Correlation (PPMC). The reliability coefficients of 0.794, 0.767 and 0.748 were obtained for Pupils’ Social Skill Observation Checklist, Classroom Management Observation Checklist and Teacher Favouritism Questionnaire respectively. Each observation session lasted for 30 minutes. All the three reliability coefficients are under the range of 0.7 to 0.8 which is an acceptable as reported by Pretty, Birnol, Loersch and McCaslin (2009). It is therefore concluded that the three instruments were reliable.

Procedure for Data Collection

A letter of introduction was collected from the Head, Department of Early Childhood and Primary Education that enabled the researcher to gain formal access to the schools, this facilitated smooth administration of research instruments. A total of ten (10) research assistants were trained based on the objectives and purpose of the instruments for the study. The training lasted for three (3) days and it covered the observed profile, observation and rating skill. The researcher along with the ten trained research assistants administered the instruments.

The Teacher Favouritism Questionnaire was administered to the teachers. Having completed the questionnaires, some respondents were followed to their respective classes. The teachers' classroom management was observed and recorded by a research assistant using Classroom Management Observation Checklist while concurrently, another research assistant in the same class session was observing the social skill of the pupils and recording using Social Skill Observation Checklist while each observation session lasted for 30 minutes.

The Teacher Favouritism Questionnaire was used to analyse instructional management and strategies, physical arrangement, social climate and pupils' support and scaffolding. Data collected using Social Skill Observation Checklist covers emotional regulation such as understanding emotions, self-regulation, flexibility and problem-solving. Communication skill such as conversational skill, non-verbal communication and compliments were also observed. Data collected using the Classroom Management Observation Checklist include classroom physical settings, instructional planning and delivery, behavioural and social considerations.

Method of Data Analysis

The data collected were analysed using linear regression for hypotheses one and two, independent t-test for hypotheses three and six, and analysis of variance (ANOVA) for hypotheses four, five, seven and eight. The hypotheses were all tested at 0.05 alpha level of significance. These statistical tools were utilized because they enable researchers to make estimates and test the hypotheses using given data as employed by the researcher. Frequency count, percentage, was also employed for analyses of demographic data of the respondents.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

This chapter is concerned with data analysis and the result of study. Demographic profile of the respondents were presented using frequency count and percentage while the formulated research hypotheses were tested using inferential statistics of linear regression, independent sample t-test and Analysis of Variance (ANOVA). The hypotheses were tested at 0.05 level of significance.

Research Hypothesis One: There is no significant influence of teacher favouritism on classroom management in public primary schools in Kwara State.

Table 3: Summary of regression analysis showing the influence of teacher favouritism on classroom management in public primary schools in Kwara State.

Variable	Mean	SD	N	R	R Square	Adjusted R Square	F	Sig.
Teacher Favouritism	60.74	11.69	369	-.428	.183	.181	82.474	.000
Class Management	32.27	9.97						

The result indicated that there was a negative relationship between teacher favouritism and classroom management in public primary schools in Kwara State ($R = -.428$) while the R-Square is .183 which means that the independent variable (teacher favouritism) explained 18.3% variation of the dependent variable (classroom management). This indicates a good fit of the regression equation. Thus, this is a reflection that teacher favouritism significantly influenced classroom management negatively in public primary schools in Kwara State ($F(1,367) = 82.474, P < 0.05$). The hypothesis is therefore rejected in the light of the result since the significant value is less than 0.05. This implies that teacher favouritism promotes poor classroom management by public primary school teachers.

Research Hypothesis Two: There is no significant influence of teacher favouritism on pupils' social skill in public primary schools in Kwara State.

Table 4: Summary of regression analysis showing the influence of teacher favouritism on pupils' social skill in public primary schools in Kwara State.

Variable	Mean	SD	N	R	R Square	Adjusted R Square	F	Sig.
Teacher Favouritism	60.74	11.69	369	-.511	.261	.259	129.91	.000
Pupils' Social Skill	30.54	9.12						

The result indicated that there was a negative relationship between teacher favouritism and Pupils' Social Skill in public primary schools in Kwara State ($R = -.511$) while the R-Square is .261 which means that the independent variable (teacher favouritism) explained 26.1% variation of the dependent variable (Pupils' Social Skill). This indicates a good fit of the regression equation. Thus, this is a reflection that teacher favouritism significantly influenced Pupils' Social Skill negatively in public primary schools in Kwara State ($F(1,367) = 129.91$, $P < 0.05$). The hypothesis is therefore rejected in the light of the result since the significant value is less than 0.05. In simple terms, this finding implies that teacher favouritism affects pupils' social skill.

Research Hypothesis Three: There is no significant difference in teacher favouritism in public primary schools in Kwara State based on gender.

Table 5: Table show difference in teacher favouritism in public primary schools in Kwara State based on gender using analysis of variance.

Gender	N	Mean	Std. Deviation	T	Df	Sig.	Remark
Male	86	62.37	11.49	1.479	367	.140	Not Significant
Female	283	60.25	11.72				

Findings revealed that there was no significant difference in teacher favouritism in public primary schools in Kwara State based on gender ($t = 1.479$; $df = 367$; $P > 0.05$). The hypothesis is therefore upheld in the light of the result since the significant value is greater than 0.05. In simple terms, it implies that a teacher's gender does not in any way, serve as a determining factor on whether a given teacher will exhibit favouritism or not.

Research Hypothesis Four: There is no significant difference in teacher favouritism in public primary schools in Kwara State based on experience.

Table 6: Table showing difference in teacher favouritism in public primary schools in Kwara State based on experience using analysis of variance (ANOVA)

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	143.624 ^a	3	47.875	.349	.790
Intercept	1144328.500	1	1144328.500	8333.112	.000
Experience	143.624	3	47.875	.349	.790
Error	50122.918	365	137.323		
Total	1411750.000	369			
Corrected Total	50266.542	368			

The result obtained shows that there is no significant difference in teacher favouritism in public primary schools in Kwara State based on experience ($F_{(3; 365)} = .349$; $P > 0.05$). The hypothesis is therefore not rejected in the light of the result since the significant value is greater than 0.05. This simply means that teacher experience doesn't affect teacher favouritism.

Research Hypothesis Five: There is no significant difference in teacher favouritism in public primary schools in Kwara State based on qualification.

Table 7: Table showing difference in teacher favouritism in public primary schools in Kwara State based on qualification using analysis of variance (ANOVA)

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	40.670 ^a	2	20.335	.148	.862
Intercept	419792.046	1	419792.046	3059.059	.000
Qualification	40.670	2	20.335	.148	.862
Error	50225.872	366	137.229		
Total	1411750.000	369			
Corrected Total	50266.542	368			

Findings in table 6 shows that there was no significant difference in teacher favouritism in public primary schools in Kwara State based on qualification ($F_{(2, 366)} = .148$; $P > 0.05$). The hypothesis is therefore upheld in the light of the result since the significant value is greater than 0.05. This invariably means that qualification is not related to teacher favouritism and thus, doesn't affect it.

Research Hypothesis Six: There is no significant difference in classroom management of teachers in public primary schools in Kwara State based on gender.

Table 8: Table show difference in classroom management of teachers in public primary schools in Kwara State based on gender using t-test

Gender	N	Mean	Std. Deviation	t	Df	Sig.	Remark
Male	86	31.62	10.41				
				-.689	367	.491	Not Significant
Female	283	32.46	9.85				

There was no significant difference in classroom management of teachers in public primary schools in Kwara State based on gender ($t = -.689$; $df = 367$; $P > 0.05$). The hypothesis is

therefore upheld in the light of the result since the significant value is greater than 0.05. Thus, teachers' gender doesn't affect their ability to manage classroom.

Research Hypothesis Seven: There is no significant difference in classroom management of teachers in public primary schools in Kwara State based on experience.

Table 9: Table showing difference in classroom management of teachers in public primary schools in Kwara State based on experience using analysis of variance (ANOVA)

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	253.465 ^a	3	84.488	.848	.468
Intercept	320909.568	1	320909.568	3222.116	.000
Experience	253.465	3	84.488	.848	.468
Error	36352.508	365	99.596		
Total	420760.000	369			
Corrected Total	36605.973	368			

The result obtained shows that there was no significant difference in classroom management of teachers in public primary schools in Kwara State based on experience ($F(3; 365) = .848$; $P > 0.05$). The hypothesis is therefore upheld in the light of the result since the significant value is greater than 0.05. This also means that teacher experience doesn't affect teachers' classroom management ability.

Research Hypothesis Eight: There is no significant difference in classroom management of teachers in public primary schools in Kwara State based on qualification.

Table 10: Table showing difference in classroom management of teachers in public primary schools in Kwara State based on qualification using analysis of variance (ANOVA)

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	8.418 ^a	2	4.209	.42	.959
Intercept	119171.551	1	119171.551	1191.795	.000
Qualification	8.418	2	4.209	.042	.959
Error	36597.555	366	99.993		
Total	420760.000	369			
Corrected Total	36605.973	368			

Findings from table 9 revealed that there was no significant difference in classroom management of teachers in public primary schools in Kwara State based on qualification ($F_{(2; 366)} = 0.42; P > 0.05$). The hypothesis is upheld rejected in the light of the result since the significant value is greater than 0.05. This indicates that teacher qualification doesn't affect teachers' classroom management ability.

Summary of Findings

The findings of this study were summarized as followed:

- a. Teacher favouritism significantly influenced classroom management in public primary schools in Kwara State.
- b. Teacher favouritism significantly influenced Pupils' Social Skill in public primary schools in Kwara State.
- c. There was no significant difference in teacher favouritism in public primary schools in Kwara State based on gender.
- d. There was no significant difference in teacher favouritism in public primary schools in Kwara State based on experience.
- e. There was no significant difference in teacher favouritism in public primary schools in Kwara State based on qualification
- f. There was no significant difference in classroom management of teachers in public primary schools in Kwara State based on gender.
- g. There was no significant difference in classroom management of teachers in public primary schools in Kwara State based on experience.
- h. There was no significant difference in classroom management of teachers in public primary schools in Kwara State based on qualification

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

Discussion of the Findings

Hypotheses one and two were tested using linear regression, hypotheses three and six using independent t-test while hypotheses four, five, seven and eight were tested using analysis of variance (ANOVA). The study found that, teacher favouritism significantly influences classroom management in public primary schools in Kwara State. This result is supported by Kemal (2009), where he affirmed that favouritism do exist in schools. His findings also established significant relationship between classroom management skills of the teachers, and if left unchecked, teacher favouritism will slither into every area of classroom management. This means that teacher favouritism inhibits primary school teachers to effectively manage their classrooms. Results obtained by the two studies are in line possibly because same research design (descriptive survey), research instrument (teacher questionnaire) and method of data analysis were used.

The result also agrees with findings of Gift (2017) where she independently established significant relationships between the quality of teachers and classroom management. In this context, quality of teachers covered teacher attitudes and teacher-pupil relationship which involved teacher favouritism. The similarity in these findings can be attributed the similar instrumentation and method of data analysis employed by the two researchers. It is important to note that teachers' attitude, positive or negative, is a determining factor for classroom management where negative teacher attitude such as favouritism, bias and other forms of preferential treatments could hinder smooth and effective classroom management.

Findings from the study highlighted that, there is no significant difference in teacher favouritism in public primary schools in Kwara State based on gender, experience and qualification. Thus, teacher gender, experience and qualification do not determine teacher preferential treatment toward some selected pupils. This finding is contrary to the outcome obtained by Camile (2016). Camile conducted a study on how teachers' gender biases affect student achievement. Camile found out that there is significant difference of teacher favouritism on gender. Camile highlighted that gender-favoured grading accounts for 21 percent of boys falling behind girls in maths during middle school. On the other hand, girls who benefit from gender favouritism in math are more likely to select a science track in high school. This contrary outcome may be due to the fact that Camile conducted the study using matured high school students as respondents and different research instrument to what the researcher of this study employed. Ashley (2012) also holds a contrary opinion. Ashley discovered that male and female teachers place extra expectations on pupils of the opposite sex. Ashley concluded that male teachers place higher expectations on female pupils while female teachers place higher expectations on male pupils, stressing that such act can undermine other pupils within the classroom creating an unbalanced classroom, leading to a lack of motivation when other pupils are privileged.

The result obtained by Hameed-ur-Rehman and Munir (2012) on the causes of misbehaviour among South-East Asian children is also corroborated by this finding. Hameed-ur-Rehman and Munir studied misbehaviour and violence as they affect social skill of pupils and their causes. Hamed stressed that positive reinforcement, proper love, time and healthy environment are the basic emotional needs of children. The two findings are distinctively similar even though the socio – cultural settings of the respective respondents were different. The results drawn from the study identified favouritism as one of the main causes of children misbehaviour and violence. Thus, teacher favouritism could lead to social problems among

pupils which could also disrupt classroom management through pupils' misbehaviours and violence.

This finding has reaffirmed the result obtained by Sławomi (2017) where he studied the prevalence of teacher favouritism and the use of teacher's pet phenomenon in schools. Sławomi found that teachers' pet phenomenon is widely recognised and negatively viewed by pupils and teachers. Teacher favouritism affects the emotional climate in the classroom, as well as the social development and academic achievements of pupils. Sławomi stated that despite the indicated concerns, the phenomenon is surprisingly rarely studied. Analysis of data gathered from 2164 pupils and 138 teachers indicated that respondents perceived the phenomenon as widespread at each stage of education and that pupils considered the phenomenon more negatively than teachers.

Teacher favouritism among pupils is an example of negative teacher attitudes which could have a disturbing effect on pupils' personality and other social skill. This is because teachers could serve as role models to pupils. Thus, showing preferential treatment among pupils by teachers has the tendency of affecting pupils' social skill personality. Teachers' positive attitudes such as being friendly and caring to all have positive effects on pupils' performance and personality developments, whereas negative attitudes could have a negative effect on both the performance and personality development of pupils. In line with this finding, Sharon et al (2000) also stressed that teachers' positive attitudes, fairness and caring have positive effects on pupils' personality developments, while negative attitudes such as teacher bias and preferential treatment have a negative effect on personality development of pupils which could affect their social skill of over time. The studies shares similar findings because they both obtained data in completely different but similar natural settings.

Grainne, Sinead, Lynda, Yvonne, Paul, Tracey, Catherine, Anne, Michael and Donal (2017), described that effective classroom management could be used to checkmate anti-social tendencies and misbehaviours in pupils such as disruption, as well as the alleviation of negative emotional symptoms among children. Positive teacher-pupil relationships that involve equal treatment and fairness are connected to children successful adjustment to school, such positive relationships are related to decreases in pupils' aggression as highlighted by Meehan, Hughes and Cavell (2003).

The finding is also supported by a study conducted by Nasir, Bilal, Shaista, Noshawan and Mahdi (2013) on positive teacher-student relationship and teachers' experience - a teacher's perspective. The study was carried out with a sample size of 60 teachers from universities located in Islamabad, Rawalpindi Pakistan. The findings highlighted that developing a healthy teacher-student relationship is a time taking process; that comes with teacher's experience. Healthy teacher-student relationship builds understanding between the teacher and pupils, increases the confidence level of the pupils, produce mutual respect and obedience in the pupils.

The idea of teacher serving as a role model to pupils is supported by the work of Shakila, Munaza and Sulmaz (2014) who carried out a study on; teacher as a role model and its impact on the life of female pupils. The study indicated that majority of the respondents considered their teachers as role models. This outcome is in line with the stance of the researcher that teacher as a role model should possess the following qualities; being a committed person, consistent and fair, recognize misconceptions and clear them up, comfort and cherish pupils when they are depressed.

The issue of disruptive behaviour in schools has become a major stress and concern to teachers. It originates from attitudes classroom management capability of teachers. It leads to

poorly managed classrooms and thus, impedes effective teaching and learning objectives. However, in order to minimize these behaviours, teachers are utilizing various disciplinary strategies. Ocheho (2015) examined students' and teachers' attitudes toward disciplinary styles and to compare the views of the participants from Nigeria and England. Two hundred and eighty five (285) students and 41 teachers from high schools completed the disciplinary styles questionnaires which contained intervention methods commonly reported in high schools. The questionnaire measured individual's attitudes toward the strategies used to regulate behavioural problems in classroom. The results showed significant differences among nationality, gender, students and teachers toward disciplinary styles. Classroom discipline is a core aspect of classroom management that reflects teachers' attitude and how they handle classroom. This indicates that teacher attitude influences classroom management. The finding is corroborated by the result obtained in this study.

Result obtained in this study corroborated the findings made by Afolabi (2009). Afolabi examined the influence of the teachers' attitude and gender factor on the academic performance of the primary schools pupils. Fifty science teachers were randomly selected from seventy (70) primary schools out of the ninety seven (97) primary schools in Ondo West Local Government in Ondo State and two hundred pupils were randomly selected and used for the same study. Two instruments were used to collect data, the Teachers' attitude questionnaire (TAQ) and Primary science achievement test (PSAT) .The research design adopted for this study was survey design. The reliability of the instrument was 0.78 and 0.84 by using crombach alpha and k-21 respectively. Pearson moment product correlation coefficient was used to analyze the instruments. The result indicated that there exists a significant relationship between teachers' attitude and pupils' performance. This covers range of teacher attitudes that could give rise to poor teacher-pupil relationship and classroom mismanagement, all of which could undermine teaching and learning objectives.

Conclusion

Having investigated the influence of teacher favouritism on classroom management and social skill of pupils in kwara state, it was discovered that teacher favouritism has a significant influence on classroom management. The teacher plays various roles in a distinctive classroom, among which is the role of classroom manager. Effective teaching and learning cannot take place in a classroom that is poorly managed. Poor classroom management could lead to pupils being disrespectful, disorderly, erosion of rules and procedure guiding behaviour.

When pupils are disorderly and disrespectful, and no apparent rules and procedures guiding behaviour, disorder becomes the norm. In this circumstance, the goal and objectives of classroom sessions will be compromised. However, an effectively managed classroom creates a climate upon which teaching and learning processes flourishes. Similarly, teacher favouritism was found to significantly affect pupils' social skill. Good social skill is vital to successful life. The degree to which pupils possess good social skill could affect their academic performance, behaviour, social and family relationships, and involvement in extracurricular activities.

Recommendations

Based on the results obtained from this study, the following suggestions are made:

- a. School managements should be vigilant in checkmating teacher favouritism in classrooms.
- b. School authorities should discourage teachers from accepting gifts and gratifications of any kind from parents.
- c. Teachers should be re-trained to be more accommodative and tolerant on religious, ethnic, cultural and socio-economic grounds.

- d. Researchers should be encouraged to dwell more on teacher favouritism and its effects with the sole aim of identifying more causes and providing effective and lasting solutions.
- e. Primary education board should engage school heads in short and long term retraining exercise.
- f. Introduce mentorship to teachers
- g. Empowering pupils by teachers with all the requisite competencies that will develop confidence, self-esteem and interpersonal interaction.

Limitation of the Study

Although this research was carefully prepared, the researcher is still aware of its limitations and shortcomings. First of all, because of the time limit, the sample size is small and limited to public primary schools, leaving private schools out. The data gathered and information deduced out of it would have been more robust and factual if the entire primary schools in Kwara State were incorporated into the study population. The study would have been better if it was done in a longer time.

Secondly, the social skill observation checklist used as one of the instruments of the study was designed to measure the in-class interaction between respondents. It would have been better if social skill of pupils was observed beyond the four walls of classroom.

Suggestions for Further Research

The following suggestions for further research were made:

- a. Similar study should be carried out in Kwara State and other parts of the country using different research design, instruments and or, sampling technique so as to enrich the existing literature on the topic.

b. As this study centres on public primary schools in Kwara State, it is suggested that future researchers should conduct similar study that covers private primary schools with a view to obtaining a comprehensive data that covers the two educational sectors.

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Appendix 1

DEPARTMENT OF EARLY CHILDHOOD AND PRIMARY EDUCATION
COLLEGE OF EDUCATION
KWARA STATE UNIVERSITY, MALETE

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TEACHER FAVOURITISM QUESTIONNAIRE (TFQ)

(To be completed by teachers)

Dear Sir/Madam

This questionnaire has been designed to examine some classroom management behaviours of lower basic primary teachers and social skill of the lower basic pupils in Kwara State. Respondents were kindly requested to answer the questions as faithfully as they can. It was made clear to them that honest opinions are indispensable to the success of this study. All responses were treated in confidence.

Thank you.

Section A: Teacher's Background Information

Instruction: Tick as appropriate

1. Gender: Male [] Female []

2. Which of the following qualifications do you possess? (Tick the relevant highest qualification)

P.hd [] M.Ed [] M.Sc [] B.Sc [] B.Ed []

HND [] OND [] N.C.E. []

3. Teaching experience: 2 years and below [] 3 – 5 Years []

6 – 11 Years [] 11 years and above []

Section B: General questions (Tick in the appropriate box)

S/N	Item Statements	SA	A	D	SD
1	I love all my class children				
2	It is normal for teachers to have favourites among their pupils				
3	Bright pupils are teachers' natural favourites in primary schools				
4	Most teachers are not aware that they favour some few pupils over others				
5	Personal liking or attachment of teachers toward some pupils may cause one to treat them differently from others				
6	All pupils like and enjoys being teacher's favourite				
7	Favouritism is likely to affect teacher's popularity among pupils				
8	It is likely and normal for teachers to give more attention to their favourites pupils during classroom sessions				
9	Gender, ethnicity, religious belief and familiarity may leads to teacher favouritism				
10	When parents are nice to teachers, teachers have no choice but to treat their children specially				
11	It is possible for a teacher to treat his/her pupils equally without selective treatment of any kind				
12	As a teacher, you just cannot help liking some children, it's part of human nature				
13	Showing preferential treatment by teachers toward some selected pupils could lead to resentment among other pupils				
14	Unequal treatment of pupils by teachers				

	could affect classroom climate and may hamper pupils' full participation in classroom activities				
15	Showing undeserved, divided attention and liking toward few pupils weakens the self-confidence of other pupils				
16	If a teacher treats some children with preference, that does not mean that others will not do well				
17	Only bright pupils should contribute during classroom session				
18	As a teacher, I adhere to classroom rules in order to set example and for better enforcement				
19	It is normal to overlook active monitoring of pupils sometimes because its tiresome				
20	Assigning responsibilities to pupils with behaviour problems helps reduces the rate of their disruptive behaviour				

Appendix 2

DEPARTMENT OF EARLY CHILDHOOD AND PRIMARY EDUCATION
COLLEGE OF EDUCATION
KWARA STATE UNIVERSITY, MALETE

.....

CLASSROOM MANAGEMENT OBSERVATION CHECKLIST (CMOC)

This checklist has been designed to examine the classroom management in Kwara State public primary schools. The checklist was completed by the researcher and the research assistants during classroom observation. A likert scale of high, average and low for 1, 2 and 3 ratings was adopted.

S/N	ITEM STATEMENTS	Low	Average	High
PHYSICAL SETTINGS				
1	Good maintenance of wall, floor and furniture			
2	Accessibility of needed materials			
3	Leaning materials are age and developmentally appropriate for the pupils			
4	Provision of space for passage, adequate illumination and comfortable temperature			
5	Proper arrangement of furniture in a manner that will provide passage and facilitates decongestion			
INSTRUCTIONAL PLANNING AND DELIVERY				
6	Setting lesson objectives to be age and developmentally appropriate			
7	Time distribution, management and planning			
8	Provision of teacher-family			

	communication mechanism			
9	Each pupil is engaged in at least part of each classroom activity, using same or similar materials as other pupils'			
10	Prompt and positive correctional feedback provision during classroom sessions			
BEHAVIOURAL CONSIDERATION (DISCIPLINARY MEASURES)				
11	Making rules realistic and reasonably attainable			
12	Provision of positive reinforcement measures			
13	Active monitoring of pupils			
14	Classroom rules regarding behaviour expectations are posted, taught, reviewed, and reinforced			
15	Avoidance and management of disruptive behaviours			
SOCIAL CONSIDERATIONS				
16	Portrayal of friendly and positive attitude by teacher			
17	Provision of listening ears by the teacher			
18	Provision of safe and non-threatening environment			
19	Efficient and effective ways of motivating pupils e.g. praises			
20	Utilization of proactive strategies to manage behaviours rather than negative/punitive measures			

Appendix 3

DEPARTMENT OF EARLY CHILDHOOD AND PRIMARY EDUCATION
COLLEGE OF EDUCATION
KWARA STATE UNIVERSITY, MALETE

.....

PUPILS' SOCIAL SKILL OBSERVATION CHECKLIST (PSSOC)

This checklist has been designed to examine the social skill of lower basic pupils of Kwara State public schools. The checklist was completed by the researcher and the research assistants during classroom observation. A likert scale of high, average and low for 1, 2 and 3 ratings was adopted.

S/N	Item Statements	Low	Average	High
1	Maintenance of proximity to peers within 1 foot			
2	Participating and taking turns appropriately during simple games			
3	Giving appropriate compliments to peers			
4	Appropriately receives compliments			
5	Asking for favour appropriately			
6	Giving apologies independently			
7	Understanding peers emotion			
8	Controlling own emotion			
9	Making a variety of comments, related to the topic during conversation			
10	Physical and verbal response to interactions from peers			
11	Returning and greetings with peers			

12	Inviting others to play			
13	Identifying problems and their related consequences			
14	Determination in achieving a given task			
15	Demonstrating affection and empathy toward peers			
16	Refraining from aggressive behaviours toward peers			
17	Self-regulation and control when tense or upset			
18	Dealing with being teased in acceptable ways			
19	Accepting defeat at a game without becoming upset/ angry			
20	Accepts making mistakes without becoming upset/angry			