



# The Students' Perception of Teachers' Classroom Effectiveness on Their Self-Concepts in Lagos Metropolis

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**Abstract:** The study determined the difference between the students' perceptions of their teachers' classroom behaviour and their self-concepts, and examined gender difference in the students' perceptions of their teachers' behaviour. It also investigated the difference between the students' perceptions of their academic performance in school and their self-concepts. These were with a view to improving the quality of teacher-student interaction in the classroom. The study adopted a descriptive survey design. The population of the study consisted of all adolescent boys and girls in senior secondary classes in all public/government secondary schools in Lagos metropolis. The sample consisted of 240 male and female senior secondary school adolescent students who were randomly drawn and categorized into the three levels of perception of teachers' classroom effectiveness based on their responses on highly structured "Students' Perception of the Teachers' Behaviour (SPTB)" (Ibrahim, 1996) questionnaire. As a measure of self-concept of students' perception of teachers' classroom behavior, a slight modification of the adapted "Purdue Rating Scale (PRS)" (Good, 1976) for instructors was used. Data were analysed using One-Way Analysis of Variance (ANOVA) and Fisher's protected t-test statistical techniques. The findings revealed that a significant difference existed between students' perception of teachers' classroom effectiveness and their self-concept. Further, there is significant gender difference in the students' perceptions of their teachers' behaviour. Also, there was a significant difference between students' perception of their academic performance and their self-concept. It was concluded that the kinds of roles the teachers assume have profound effects on the perceptions of students toward them and their self-concepts.

**Keywords:** Self-concept, perception, classroom teaching effectiveness, teacher behaviour, hidden curriculum, and academic performance.

## 1. Introduction

Teaching involves many skills and attitudes expressed through the behaviour of the teacher and influential in shaping the behaviour of the learner. The role society expects the teacher to play is really a composite of many roles, some complementary and others contradictory. Thus, it goes without saying that the individual student's self-concept evolve from the forces of interaction in the classroom, since classrooms are psychological atmospheres whereby teachers and students interact and learn. While the formal curricula of the school help to organize the activities of education, the classroom has a second "hidden" curriculum that influences the behaviours of learners in the same way as other various activities that take place in it and the teaching styles of the individual teacher in the classroom. This is because teaching styles show great diversity, partly because teachers find certain classroom roles more comfortable than others and develop the more comfortable ones. Therefore the tasks and duties of a teacher vis-à-vis his expectations may be at variance with the students' perceptions.

According to Ibrahim (1996), the majority of teachers in most schools are faced with such psychological questioning of themselves as how well can one get on with the students, simply because they are oblivious of their pupils' perceptions of their behaviour that make them constitute themselves as nuisance, nay, as obstacles to the classroom teaching and effectiveness. Needless to say that some classrooms are more interesting than others, perhaps because of the teacher's enthusiasm, or because he has particular skill in explaining, describing and questioning. Yet the behaviour of teachers and pupils are clearly more than the spontaneous and short-lived outcomes of a particular situation; and each individual in a



classroom brings with him personal attributes which seem likely to influence the manner in which he behaves towards others and ways in which they respond to him. This implies that, the way the pupils perceive teachers have either direct or indirect bearings on their academic achievement -the outcome of teaching.

In the classroom, however, several factors may operate which either singly or together inhibit teacher-pupil interactions (Bransford, 2000). Teachers and pupils are usually widely separated in age, clearly very different in their social and educational experiences, and often from different social backgrounds. Such differences may produce situations in which teachers and some pupils have little in common experiences and understandings. Hence, the relation of teacher behaviours to pupil attitudes is particularly interesting since it seems likely that different behaviours bear upon them, and that what seems conducive to favourable attitudes to teachers and school subjects may not concern achievement (Reece & Walker, 1997; Cameron-Jones & Morrison, 2002; and Geoff, 2004).

As far as competency of students to make reliable judgments about their teachers is concerned, it is plausible that this problem is not really of basic concern as far as the present study is concerned, basically because the researcher is interested in seeing how students viewed classroom effectiveness in relation to learning, effective teachers (i.e. teachers' success in enhancing student achievement), and what secondary school boys and girls thought or felt to be true about their teachers' didactic approach, however subjective and biased this judgment may be, since evidence has accumulated concerning students' ability to rate instructors (Cameron-Jones & Morrison, 2002).

Over time, it is asserted that the kind of perception a student has about his teacher tends to influence his self-concept towards this teacher and the subject(s) he teaches (Geoff, 2004). This eventually affects his academic performance at large. Also, such perception of teachers ultimately leads to the development of either negative or positive self-concept by such students in such teachers' subjects. This either make them a good achiever academically or a bad one. Hence the kinds of roles the teacher assumes (nomothetic or ideographic) have a profound effect on the perceptions of students towards him, and the way a particular pupil is regarded by his classmates is affected by the teacher's behaviour toward him. In short, students due to their perceptions of teachers, may withdrawn to themselves most of the time, and subsequently transfer this withdrawal attitude to the teachers' subjects by playing hooky (irregularities) in the classroom (Wattenberg and Clifford, 2004). The extent to which this assertion is true is the subject of this research. Therefore, the broad objective of the present study is to obtain insight into the recurring dynamic relationship between students' perception of their teachers' behaviour towards them as well as their self-concepts. Towards this end, the specific objectives of this study are to:

- Determine whether there is difference between the students' perceptions of their teachers' classroom behaviour and their self-concepts.
- Investigate if there is difference between the students' perceptions of their academic performance in school and their self-concepts; and
- Examine whether gender difference in the students' perceptions of their teachers' behaviour exist.

## 2. Research Questions

Based on the objectives of this study, the following research questions were poised to guide the study:

- Do the students' perceptions of their teachers' behaviour influence their self-concepts?
- To what extent does students' perception of their academic progress correlate with teaching outcome?
- Is there any gender difference in the students' perceptions of their teachers' behaviour?

## 3. Research Hypotheses

From the research questions, the following null hypotheses were formulated and tested at 0.05 level of significance:

- There is no significant difference between the students' perceptions of their teachers' classroom behaviour and their self-concepts.



- There is no significant difference between the students' perceptions of their academic performance in school and their self-concepts.
- There is no significant gender difference in the students' perceptions of their teachers' behaviour.

#### 4. Methodology

This study adopts descriptive survey research design. The population of the study consisted of 10,446 adolescent boys and 13, 533 adolescent girls in senior secondary classes in all public/government secondary schools in Lagos metropolis, yielding a total of 23,979 students in senior classes (SSI, II, & III) respectively. The stratified random and simple random sampling techniques were employed in choosing the final sample used for the study from the four education districts in Lagos metropolis out of six education districts in Lagos State, Nigeria. Thus, a total of two hundred and forty (240) students constituted the sample made up of boys and girls in secondary schools. The sample was made up of sixty (60) subjects from each of the four secondary schools under study. In each school, thirty (30) males and thirty (30) females consisted of sixty (60) subjects were randomly selected using hat and draw method of simple random sampling technique. Two research instruments were used to collect data in this study. This comprised of a structured 15-item inventory designated "Students' Perception of Teachers' Behaviour (SPTB)" (Ibrahim, 1996) was constructed to measure classroom teaching effectiveness. Educational psychologists have presented enough evidence to show that this is so. The Gestalt psychologists such as Weithimer (1914), Kohler (1947) and Koffka (1935) had propounded that through the laws of closure, proximity and similarity, an individual can form his perception of new item he encounters, consequently having a perceived meaning of it. This was a Likert-type questionnaire with a five-point scale specifically developed for this study by the researcher. The construct and content validity of the instrument was established through subjecting items to expert judgments of five experts. Two of these experts were from Tests and Measurement, while the remaining three were Educational Psychology and Educational Management and Administration experts respectively. They appraised the items on the basis of ambiguity, relevance and sentence structure. Thereafter, a pilot study was done to establish how reliable the instrument is. This involves the double administration of the instrument of 30 teachers with a two-week time difference (interval). A Pearson product moment correlation co-efficient formula was used for data analysis. The result shows test-retest reliability co-efficient of 0.71 and internal consistency of 0.76.

As a measure of self-concept of students' perception of teachers, a slight modification of the adapted Purdue Rating Scale-PRS (Good, 1976) for instructors was used. The scale has used here is different from the original scale in that five items were added at the end to make the scale more applicable to secondary school pupils, and the scale line was reduced from 100 to 30 units. The ratings of the teachers on this scale were made by their students. Necessary steps such as re-construction of words contained in the original scale into simple English words were done and pilot study was taken to ensure that the instrument was valid for the study. Cronbach's Alpha reliability test was conducted on each of the sub-scale. The result obtained showed that the Alpha co-efficient for Purdue Rating Scale (PRS) ranged between 0.73 to 0.78. These were considered satisfactory.

The questionnaires were distributed to the students and their attention properly drawn to the introduction provided on the first page of the instrument; while the subjects had each item thoroughly explained as they respond to items. This was done to guide against ambiguity in subjects' responses. This method helped to reduce the invalid responses and wearing down often experienced in data collection. By this method, 240 questionnaires administered were returned correctly filled and used for data analysis.

#### 5. Data Analysis

One-Way Analysis of Variance (ANOVA) and Protected Fisher's t-test statistical techniques were used to test the three hypotheses in the study. All hypotheses formulated were tested at 0.05 level of significance.



## 6. Results

There is no significant difference between the students' perceptions of their teachers' classroom behaviour and their self-concepts. The results of the analysis are presented in Table 1.

**Table 1: One-way ANOVA on Difference in Self-Concept Due to Perception of Teachers' Classroom Effectiveness**

Variables	n	$\bar{x}$	SD	
High perception	75	21.93	3.36	
Moderate perception	86	20.17	4.30	
Low perception	79	16.34	4.26	
Sources of Variance	Sum of squares	Degrees of freedom	Mean of squares	F-ratio
Between Groups	1270.8	2	635.4	39.34*
Within groups (Error)	3826.9	237	16.15	
Total	5097.7	239		

\* Significant at 0.05; df = 2/237; Critical F = 3.04

Table 1 shows that students with high perception of teachers classroom effectiveness have comparatively high self-concept ( $\bar{x} = 21.93$ ), followed by those with moderate perception ( $\bar{x} = 20.17$ ) while those with low perception had the lowest manifestation of self-concept ( $\bar{x} = 16.34$ ). One-way analysis of variance statistic was used thereafter to determine whether these mean ( $\bar{x}$ ) scores were significantly different. The result of the analysis showed that a calculated F-value of 39.34 resulted as the difference in self-concept due to students' perception of teacher classroom effectiveness. This calculated F-value was significant since it is greater than the critical F-value of 3.04 given 2 and 237 degrees of freedom at .05 level of significance. This led to the retention of the research hypothesis which stated that there is a significant difference between students' perception of teacher classroom effectiveness and their self-concept.

Due to the significant difference in F-test observed, it became necessary to do a pair-wise comparison of group means to determine which group differ from the other on the variable and pattern of the difference. Fisher's Least Square Method Statistic was used to achieve this objective, and the result is presented in Table 2.

**Table 2: Fisher's Protected t-test on Difference in Self-Concept due to Students' Perceived Teachers' Classroom Effectiveness**

Group	High Perception (HP) n = 75	Moderate Perception (MP) n = 86	Low Perception (LP) n = 79
HP	21.93 <sup>a</sup>	5.98*	8.70*
MP	2.75	20.17	16.34
LP	1.06	0.25	

\*Significant,  $p < 0.05$

a = Group means ( $\bar{x}$ ) are in the diagonal; differences in group means ( $\bar{x}$ ) are below the diagonal, while protected t-test values are above the diagonal.

From Table 2, the analysis showed that students with high perception of teachers classroom effectiveness had significantly high self-concept than those with moderate perception ( $t = 2.75$ ;  $df = 159$ ;  $p < .05$ ). Similarly, those with moderate perception of the teachers classroom effectiveness had significantly higher perception than those with low perception of their teachers' effectiveness ( $t = 5.98$ ;  $df = 163$ ;  $p < .05$ ); significant difference was also observed in comparison between those with higher perception and low perception of the teachers classroom effectiveness ( $t = 8.70$ ;  $df = 152$ ;  $p < .05$ ). It could also be observed that



the high perception group generally has the highest mean exhibition of the traits as compared with any of the other groups studied.

The second null hypothesis stated that there is no significant difference between the students' perceptions of their academic performance in school and their self-concepts. The results of the analysis are presented in Table 3.

**Table 3: One-way ANOVA on Difference in Self-Concept Due to Perception of Students Academic Performance**

Variables	n	$\bar{x}$	SD	
High perception	80	26.15	4.29	
Moderate perception	93	24.77	4.69	
Low perception	67	24.13	4.36	
Sources of Variance	Sum of squares	Degrees of freedom	Mean of squares	F-ratio
Between Groups	160	2	80	36.53*
Within groups (Error)	518.3	237	2.19	
Total	678.3	239		

\* Significant at 0.05; df = 2/237; Critical F = 3.04

From Table 3, it was observed that students with high perception of academic performance have relatively high self-concept ( $\bar{x} = 26.15$ ), followed by the students with moderate perception ( $\bar{x} = 24.77$ ), while those with low perception had comparatively lowest manifestation of self-concept ( $\bar{x} = 24.13$ ). One-way analysis of variance statistic was used thereafter to determine whether these mean ( $\bar{x}$ ) scores were significantly different. The result of the analysis indicated that a calculated F-value of 36.53 resulted as the difference in self-concept due to students' perception of their academic performance in the school. When this value was compared to the critical F-value of 3.04 given 2 and 237 degrees of freedom at 0.05 level of significance, it was observed that the calculated F-value was greater than the critical F-value, signifying the existence of statistically significant difference. Consequently, the null hypothesis was rejected while upholding the research hypothesis which stated that there is a significant difference between students' perception of their academic performance and their self-concept.

To determine the significant difference in F-test observed, it was necessary to do a further analysis using Fisher's protected t-test technique to perform a pair-wise comparison of the three group means. The result is presented in Table 4.

**Table 4: Fisher's Protected t-test on Difference in Self-Concept due to Students' Perceived Academic Performance**

Group	High Perception (HP)	Moderate Perception (MP)	Low Perception (LP)
HP	n = 80 26.15 <sup>a</sup>	n = 93 2.67*	n = 67 8.42*
MP	6.27	24.77	24.13
LP	0.68	-4.12	

\*Significant, p<0.05

a = Group means ( $\bar{x}$ ) are in the diagonal; differences in group means ( $\bar{x}$ ) are below the diagonal, while protected t-test values are above the diagonal.

From Table 4, the analysis showed that students with high perception of their academic achievement had significantly higher self-concept than those with moderate perception (**t = 6.27; df = 171; p < .05**). Similarly, those with high perception of their academic achievement had significantly higher self-concept than those with low perception of their academic achievement (**t = 8.42; df = 145; p < .05**).



Significant difference was also found in comparison between those with moderate and low perception of their academic achievement ( $t = 2.67$ ;  $df = 158$ ;  $p < .05$ ).

The third null hypothesis stated that there is no significant gender difference in the students' perceptions of their teachers' behaviour. The results of the analysis are presented in Table 5.

**Table 5: One Way ANOVA on Gender Difference in Perception Due to Students' Perception of Teachers' Classroom Behaviour**

Variables	N	$\bar{x}$	SD	
High perception	76	69.14	9.54	
Moderate perception	81	63.77	10.78	
Low perception	83	61.18	11.49	
Sources of Variance	Sum of squares	Degrees of freedom	Mean of squares	F-ratio
Between Groups	2596.4	2	1298.2	11.42*
Within groups (Error)	26938.2	237	113.7	
Total	29534.6	239		

\*Significant at 0.05;  $df = 2/237$ ; Critical F = 3.04

Table 5 reveals that students with high perception of the teachers based on the teachers' gender difference have high perception of the teachers' classroom behaviour ( $\bar{x} = 69.14$ ), followed by the students with moderate perception ( $\bar{x} = 63.77$ ) while those with low perception had comparatively lowest manifestation of the teachers' classroom behaviour ( $\bar{x} = 61.18$ ). One-way analysis of variance statistics was used thereafter to determine whether these mean ( $\bar{x}$ ) scores were significantly different. The result of the analysis showed that a calculated F-value of 11.42 resulted as the difference in perception due to the differential gender perception of the teachers' classroom behaviour. The calculated F-value was significant since it is greater than the critical F-value of 3.04 given 2 and 237 degrees of freedom at 0.05 level of significance. This led to the retention of the research hypothesis which stated that there is significant differential gender perception of teachers' classroom behaviour.

Due to significant difference in F-test observed, it became necessary to do a pair-wise comparison of group means ( $\bar{x}$ ) to determine which group differ from the other on the variable and the pattern of such difference. The protected Fisher's test was used to achieve this objective, and the result is presented in Table 6.

**Table 6: Fisher's Protected t-test on Gender Difference in Students' Perception of Teachers' Classroom Behaviour**

Group	High Perception (HP)	Moderate Perception (MP)	Low Perception (LP)
HP	n = 76 69.14 <sup>a</sup>	n = 81 4.65*	n = 83 -0.78 -3.71*
MP	3.16	63.77	61.18
LP	1.55	-2.27	

\*Significant,  $p < 0.05$

a = Group means ( $\bar{x}$ ) are in the diagonal; differences in group means ( $\bar{x}$ ) are below the diagonal, while protected t-test values are above the diagonal.

From Table 6, the analysis showed that a significant t-value resulted in the comparison between the students with high perception and moderate gender perception ( $t = 3.14$ ;  $df = 155$ ;  $p < .05$ ), moderate perception and low perception ( $t = 1.51$ ;  $df = 162$ ;  $p < .05$ ), and a significant difference between students



with high perception of the teachers' classroom behaviour with respect to their gender status and low perception ( $t = 4.65$ ;  $df = 157$ ;  $p < .05$ ).

## 7. Discussion

The result of the analysis of the first hypothesis stated that there is significant difference between students' perception of teachers' classroom effectiveness and their self-concepts. Further, that students with high perception of teachers' classroom effectiveness have higher self-concept than those with moderate or low perception of their teachers' classroom effectiveness. This finding is not surprising as it supports the earlier findings of Brookover (2000) who asserted that teachers who develop a higher degree of personal relationship with their pupils are more effective teachers in the minds of the pupils themselves. Staines (2006) as well as Davidson and Lang (2000) similarly asserted that teachers can affect their students' self-concepts because the classroom is a unit within which a phenomenal range of behaviour is not only possible but highly probable, since teachers and students do not share the same perspective concerning what took place in the classroom. On this basis, it became not surprising when the study further revealed that the students with moderate perception of their teachers' classroom effectiveness perceived their teachers more favourable than those with low perceptions of the teachers' classroom effectiveness resulting from their self-concepts. This finding is further in line with Harold and Canfield (2007) study when they concluded that teachers who have a high degree of person-person interaction with their pupils rated high as instructors by their pupils. It also supported Morrison and McIntyre (2003) conclusion that teachers who have a good relationship with their students on the average also rated high as instructors; but contrasted with the findings of Stephens (2007) who theorized that a non-significant relationship exists between teacher behaviour and student attitude. He concluded by romanticizing teaching as an art- "Good teachers" are born, not made. He further opined that achievement is determined by factors within students, little if at all by teachers. Coleman, et al., (2002) seemed also to indicate that teachers do not have important effects on both student learning and perception.

A likely reason for this result obviously is, that teaching effectiveness or rather classroom effectiveness could depend on the pattern of teaching behaviour which the researcher considers to be more important than the presence or absence of any single behaviour. Hence different patterns of classroom effectiveness may be necessary for different types of students. Since the teacher that was perceived in a particular classroom situation as effective, may be the same teacher, say, in another classroom, entirely perceived as being ineffective. This certainly may be due to the nature of classroom climate prevailing and dominating such classroom. Although, this is not to ignore the quality of the interpersonal relationships that bound to exist in a classroom or the satisfaction of children's social needs which such teacher-pupil interaction in a social climate like classroom could bring to such students. For instance, the child that fails to achieve a place in the society of his peers is not only apt to become an educational casualty but a community problem as well. Therefore, teaching methods that foster a high degree of interaction among pupils seems to offer unusual opportunities for important social learning that are left untouched in many classrooms.

Another finding in this study showed that there existed significant difference between students' perception of their academic achievement and their self-concepts. This implies that students with high perception of academic performance have relatively higher self-concept of themselves. That is, the way the pupils perceive teachers have either direct or indirect bearings on their academic achievement (the teaching outcomes) in schools. This finding supports Brookover (2000) finding who postulated that a self-concept measure specifically reflects success within a given academic area will maximize the correlation between self-concept and achievement within that area. It is also supportive of the earlier findings of Obanya (1976) who reported positive relationship between self-concept and achievement in respect of the subjects studied. Further, the findings revealed that those with moderate and low perceptions of their academic achievement had comparatively lower manifestation of self-concepts. This finding supports Wattenberg and Clifford (2004) which asserted that children with low (poor) self-concept did not learn to read and did not read as well as children with high (good) self concepts. The earlier study of Akinboye (1984) cited in Falua (1985) was apposite here when he found that a significant but low relationship exists between self-concept and academic achievement. The finding also gave credence to the argument of Combs (2002) that a student's



self-concept is a functionally limiting and facilitating factor in academic performance, for the student learns what he perceives he is able to learn. However, the finding contrasted with Bachar (2000) which postulated a non-significant correlation between white children's self-concept and scholastic achievement. It is also contrasted with the findings of Carole and Donald (2009) which claimed insignificant differences between the self-concept groups in their casual attribution for failure outcome. Additionally, they opined that high, more than low, self-concept children attributed their success to the skill cue and engaged in more self-concept for success; whereas low self-concept children perceived their failure as due to a general lack of ability.

The researcher is of opinion that there are many things that can either stimulate or hinder student self-concept towards academic achievement. These could be attributed to a number of factors such as students social background, parental expectation and encouragement, the siblings and the peer groups or playmates, to mention only a few. Teachers as an important stimulant in the child environment can use their influence by setting standards in the classroom that are related to the individual child's potential, gives the child a pattern against which to measure his own progress, something to aim for, proof of his own competence. This is because the students realize their optimum potentials in stimulating environments. This, if done, the researcher believes shall disabuse the minds of the students from attributing their achievement to either luck or other extraneous factors, but rather towards self-efficiency.

Another finding of this study revealed that there exist significant gender differences in the students' perception of their teachers' classroom behavioural pattern due to their (teachers') sex variables. Further, students with high gender perception of teachers' classroom behaviour have higher perception of selves, while those with low perception had the lowest manifestation of concepts of themselves. This implies that there is significant difference in the way students perceive the male and female teachers resulting in their self-concepts.

One explanation which could be given for such difference in the perception of teachers' classroom behaviour based on their (teachers') gender difference could be attributed to the reason adduced in the Morrison and McIntyre (1973) argument that teacher disapproval is often directed far more frequently against boys than girls. This may be consequence of the fact that teachers are likely to show a preference for the well-groomed and docile girl to the untidy, disheveled, and boisterous boy. Hence, the differences in the way students perceive the teachers' classroom behavioural patterns which may either influence or make it difficult to relate to such teachers in general. This result, however, was in contrast with the Stephens (2007) finding when he concluded that both male and female teachers acted in very similar ways with male and female students.

The researcher views this difference in the teacher sex variables to the general belief of students that male teachers tend to be kind, generous, and sympathetic and less punitive towards or in their interaction with the female students. Whereas, they show more disapproval for the boys perhaps due to the physical activity of boys which is often accompanied by aggressive behaviour, leads the male teacher to play an inhibiting role which may result in the boys' hostility being directed toward him. But because of less punitive and kind attitudes of the male teachers towards the female students or because of male teacher's stronger negative attitudes toward boys than towards girls, this could be the reasons why girls show a more positive attachment to the male teacher than do boys. However, certain circumstances may warrant a situation whereby male teacher shower excessive likeness for the male student, provided such male student happen to be an eccentrically brighter student. This of course, regardless of the teacher sex difference, the brighter students tended to be more accepting than the less bright children. The female teachers are preferred by the male students most of the time because they are caring, patient, kindly and sympathetic but quite sensitive. But because of their cheerful, happy and humorous nature, the male students prefer them to the male teacher and vice-versa is the case between female teacher and female students' relationship as a whole.

This and some other reasons the researcher believed accounted for the many teachers behaviours, working together, explain why some teachers get better results than do others. Thus, teachers who produce substantial achievement gains in their students tend to have most of the characteristics discussed herein. This suggests that the more favourable students' perceive their teachers behaviour towards them, the more they are able to cope with life in the classroom.



## 8. Conclusion and Recommendation

Based on the findings in this study, it is evincible that self-concept constitute a very important determinant in the students scholastic achievement and emotional adjustment in schools. Whereas self-concept develops in response to environmental stimuli and that teachers as an important aspect of the students' environment, are likely to have some effects on the students' self-concepts. Hence, the quality of teacher-pupil interaction in the classroom had considerable degree of influence on the students' perceptions. Therefore, the kinds of roles the teachers assume have a profound effect on the perceptions of students toward them, and consequently affect their self-concepts. The following are recommended based on the findings of this study namely the school administrators, educationists, curriculum planners, and teachers should work towards creating conducive and improving classroom environments. The school should involve the parents in activities within the school to enhance a better pupil-pupil interaction as well as teacher-pupil interaction.

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