**THE EFFECTS OF CLASSROOM MANAGEMENT ON PUPILS’ ACADEMIC PERFORMANCE OF PUPILS IN SOME SELECTED PRIMARY SCHOOLS, IN ODEDA LOCAL GOVERNMENT, OGUN STATE**

**CHAPTER ONE**

**INTRODUCTION**

**1.1 BACKGROUND TO THE STUDY**

Classroom management is a significant part of effective teaching and learning process. Due to an effective classroom management, pupils flourish in a positive class climate and a compassionate environment. From a pupils’ perspective, effective classroom management provides them the opportunities to socialize themselves while learning. From a teacher’s perspective, effective classroom management involves precautionary discipline and fruitful teaching.

Okoli (2008) concluded that physical environment of the classroom and seating arrangement is interrelated with management. For the classroom to serve its purpose, the teacher must be able to establish order. This requires him/her to have the knowledge, attitude and skills necessary. He/she must be able to establish rapport with the pupils and their parents, involve pupils in the processes of establishing ground rules for behavior and being accountable for their actions, manage transitions during instructions, and motivate pupils to maximize time-on-task. The teacher also supervises pupils in their learning activities and lastly deals with pupils’ misbehavior effectively.

However, the phenomenon of over- crowded classroom as well as poor quality and inadequate furniture in the classroom due to unlimited expansion has taken its toll on the educational system. Thus, only few people will deny that the quality of teaching and learning is on the decline at all levels of the educational system. Hassan (1995)

In the same vein, Ajayi (2000) opines that the poor result of the senior primary school examination (SSCE) in almost all subjects in recent years is one potent indicator. The increase in examination malpractices cannot be divorced. From poor seating arrangement in classroom

Furthermore, classroom management is the process of organizing and conducting the business of the classroom, many perceive it as the preservation of order the through teacher control. Classroom management is much more than that; it also involves the establishment and maintenance of the classroom environment so that educational goals can be accomplished (Savage & Savage 2010).

Effective classroom mangers create orderly, safe environments where pupils feel valued and comfortable. Thus, setting the stage for teaching and learning, to achieve classrooms space to support a variety of independence, small and large group activities (Crane, 2001). Elementary teachers also designate a large area of floor space where pupils can gather for read aloud, demonstrations and class meeting. Hence, in all classrooms, there should be no “blind” area in the room where pupils can be out of view. To structure “traffic flow” and minimize disruption, teachers separate high-traffic area such as group work areas, learning centers, pupils’s desk and teacher’s desk.

Supporting this view, Adeyinka (2012) stressed that effective classroom managers provide a structured, caring environment that meets pupils’ personal and academic needs. Such teachers are perceived as authority figures in the classroom. They share high behavioural expectation, designing implement development appropriate lessons, and establish and enforce behavioural guidelines, because effective teachers respect pupils as individuals with rights values and feelings, they carefully choose their words and actions to protect pupils’ dignity. They actively engage pupils in meaningful, challenging educational experiences and provide plentiful positive feedback. In short, they set their pupils and themselves up for success.

However, ineffective teachers are poor planners. They do not start class on time, become sidetracked easily, use limited, low interest teaching strategies, and create a disorganized expectation, (Adeyemo, 2012): furthermore, they avoid their responsibility in helping pupils to make good behavioral choices by trying to be the pupils’ friend instead of their teacher. When that approach generates misbehaviors, ineffective teaches use ridicule, sarcasm, and put-down to put pupils in their place. Pupils disrespect for these teaches is evidenced through increasingly frequent classroom disruptions and exceeding poor behavioural choices.

**1.2 STATEMENT OF THE PROBLEM**

Classroom management is the heart of any educational system. No curriculum Planning is complete without implementation and evolution, both of which are mainly carried out in the classroom. Most of the class activities take place while pupils are seated. The seating arrangement is therefore too important to suffer the kind of neglect being experienced by many primary school pupils in the country today.

As rightly observed by Cohen and Manion (1983): A careful attention of seating arrangement contributes effectively to classroom management and control of overall success of the classroom. Observation reveals that in recent times, there has been astronomical rise in class size due to increase in environment of pupils in public primary schools. Some schools have as many as eighty (80), hundred (100) or above per class as against the teacher pupils ratio of 1:25 recommended by the National Policy on Education (FGN 2004) which can affect pupils’s academic performance if classroom is not properly managed by the class management. This situation has multiple negative effects on teaching and learning as well as pupils academic outcome. This is evidenced in the failure rates recorded by pupils in external exams like W.A.E.C in core subjects like English Language between 2004 to date (Osin 2009). Apart from this, pupils no longer have confidence in writing exams on their own without examination mal practice (Mgbikem 2004). However, this research tends to take a look into how classroom management has affected the performance of pupils in primary schools.

**1.3 PURPOSE OF THE STUDY**

The reason behind this research is to examine the effects of classroom management on pupils’ academic performance of pupils in some selected primary schools, in Odeda Local Government, Ogun State. The researcher is also interested in examining

1. The extent that classroom management has contributed to teaching effectiveness

2. The importance of classroom management to the pupils learning environment.

3. How classroom management has contributed to the academic Performance of Pupils in primary school

**1.4 RESEARCH QUESTIONS**

This research study is aimed at examining how classroom management affects pupil’s academic performance. In order to gather valuable information on the topic, the following questions will be used.

1. Why should teachers develop and enhance their skills in classroom management?
2. What do good teachers bring with them to develop supportive pupils-teacher relation?
3. How does classroom management help develop successful learning environment?
4. What is the significance of classroom management on pupil’s academic achievement?

**1.5 SCOPE OF THE STUDY**

The research will be carried out in some selected schools in Odeda Local Government, Ogun State. These schools are:

1. FCE Nursery and Primary School, Abeokuta
2. God Grace Nursery & Primary School, Ire-Akari, Osiele
3. St. Marry Primary School
4. Standard Nursery and Primary School

**1.6 SIGNIFICANCE OF THE STUDY**

The information that will be obtained from this project will be significant such that it will help a number of Individuals, Organisation, Curriculum Planners, Educational Agencies and Teachers in proper planning and development of the curriculum in other to ensure effective classroom management.

It will also help to improve classroom management skills so as to help the pupils perform better in their studies.

**1.7 DEFINITION OF TERMS**

**EFFECTS:** A change that something or somebody causes in something or somebody else.

**CLASSROOM:** This refers to a formal place, organize by educational planners where reasonable learners gather to learn and to achieve common educational goal from more knowledgeable person.

**MANAGEMENT:** The act of running and controlling an organization.

**CLASSROOM MANAGEMENT:** refers to the wide variety of skills and techniques that teachers used to keep pupils organized orderly, focused, attentive on task, and academically productive during a class.

**PUPILS:** These are sets people or lower reasonable learners who learn from more knowledgeable person (teachers, instructors, lecturers) within the four walls of the school, so as to function well in the society.

**ACADEMIC PERFORMANCE:** This refers to as the measure at which pupils perform academically in school which could be either negative or positive that determines the grade point, success, achievement of pupils in schools.

**CHAPTER TWO**

**LITERATURE REVIEW**

**2.1 INTRODUCTION**

The quality of education has been reflected not only in the subjects taught and achievement levels reached, but also in the learning environment. The environment has both reflected and influenced the behavior of pupils, and it has been affected by events within and outside of the school Cohen (2000). Most educators and researchers have agreed that the total environment should be comfortable, pleasant, and psychologically uplifting; should provide a physical setting that pupils find educationally stimulating; should produce a feeling of well-being among its occupants; and should support the academic process.

The major aspect of the classroom climate that has fallen under the control of the teacher is that of classroom management and discipline. As might be expected classroom climate which motivated learning and afforded the pupils the opportunity to be actively and meaningfully engaged in academic activities influenced the positive rating of teacher’s classroom management hence the relation to their performance in physics. Classroom management has referred to all the planned or spontaneous activities and interactions that have occurred within a classroom. In recent years, a growing interest has emerged in the area of classroom management. The classroom environment is a large part of classroom management that will either encourage pupils to succeed, or hamper their abilities and cause more failures. The classroom environment is different from the classroom management because the later deals with how the pupils feel in the classroom, while classroom management focuses on procedures, routines, and expectations, the classroom environment focuses on the relationships between pupils and teachers, as well as how the pupils feel amongst their peers in the classroom (Stepanek, 2000). Classroom management is the heart of teaching and learning in school setting. A well-managed classroom can provide an exciting and dynamic experience for everyone involved. Unfortunately, good classroom management implies not only that the teacher has elicited the cooperation of the pupils in minimizing misconduct and can intervene effectively when misconduct occurs, but also that worthwhile academic activities are occurring more or less continuously and that the classroom management system as a whole is designed to maximize student engagement in those activities, not merely to minimize misconduct. Many times, by encouraging behavior that is more positive and uplifting in one classroom, the behavior will carry on into other classrooms, taking the safe environment further than one classroom. Student achievement, as well as emotional and social outcomes, can all be positively affected by a safe, positive learning environment (Stepanek, 2000). When teachers do not tolerate disrespect both among pupils and between the pupils and teacher, they set the standard for their classroom and pupils feel more encouraged to participate and take risks in the classroom. Because of this, setting the classroom environment is often just as important as establishing classroom management strategies. Teachers have entered a new age of classroom management, faced with new challenges during the first part of the twenty first century teachers, teacher educators and school administrators have searched for alternative ways to manage classrooms. However, finding answers to classroom management situations is difficult because there is disagreement about what constitutes effective classroom management approaches. Some administrators and teachers think of classroom management and discipline as being synonymous terms. Vasa (1999) describe classroom management as behaviors related to maintenance of on-task student behaviors and the reduction off-task or disruptive behaviors. Those who share his view define effective classroom management as a way of preparing pupils for life. They focus not on controlling pupils‟ behavior today but on preparing pupils for the world they live in tomorrow. Teachers and administrators who approach classroom management from this perspective define effective classroom management as the process of creating a positive social and emotional climate in the classroom (Morris, 1996).

One of the most important skills possessed by effective teachers is that of classroom management. These skills are considered by Lang et al. (1994) as by far the most important aspect of a teachers training and they state that effective classroom management is largely concerned with disruptive strategies, but other aspects are also of vital importance. Aspects are also of vital importance. The definitions developed by Conrath (2006) for classroom management includes the organization and planning of pupils‟ space, time and materials so that instruction and learning actives can take place effectively. Alternatively, effective classroom management was divided into four main categories in the studies of Evertson & Emmer (2002) and Sanford (2001). These four categories are: classroom procedures and rules, student work procedures, managing student behavior and organizing instruction. It is clear from these examples that classroom management is much more than a collection of strategies for discipline and involves many aspects of a teacher’s professional expertise. Teachers’ varying approaches to classroom management are reflected in differing levels of effectiveness. For example, a well-prepared teacher has a much greater chance of achieving effective lesson management. In the discussion of Lang et al. (2004), different approaches to discipline are said to range from intimidation to total permissiveness. They advise that such extremes should include monitoring and enforcing reasonable classroom rules, procedures and routines. Effective teaching is more than discipline alone and classroom management has been closely linked to the achievement and engagement of high school science pupils (McGarity & Butts, 2004). Both this study and the discussion of Lang et al. indicate that teachers should strive to develop effective classroom management techniques and that this will have a significant impact on their educational effectiveness. An analysis of the past fifty years of educational research as noted by Wang, Haertel, and Walberg (as cited in Conte, 2012) revealed that effective classroom management increases student engagement, decreases disruptive behaviors, and makes good use of instructional time. Behavior theorists in the 1930’s through present day described frameworks for encouraging and maintaining good behavior. These behavior theories greatly influenced, and are still influencing classroom management. According to Emmer and Stough (2001), some studies have used student achievement or attitude as outcomes. But most classroom management research today has been concerned with the identity of how teachers bring about student engagement with each other and limit the disruptions in the classroom.

**2.1 MANAGEMENT**

Management on the other hand, can be seen as the process of designing and maintaining any setting in which people work in groups for the purpose of accomplishing predetermined goals. The idea of „any setting‟ equally indicates that management is applicable to all establishments which do not exonerate educational setting. The Oxford dictionary (6th edition) defines management as the act of running or controlling or skill of dealing with people or situations in any way. Loomiz (2000) define management as a method where a group of people at the highest level of organization plan, organize, communicate, coordinate, control and direct the actions and activities of people who work for the organization toward the achievement of organizational objectives. Some people believe that education and management are incompatible; management is seen as process that happens in industry but not in education.

The management role of a teacher therefore is not the same as that of an accountant or of a bank manager, but a management role is certainly an institution that has specific objectives and a school is not an exception. In order to achieve its aims, a school has to have objectives, and to achieve these objectives, the various people with responsibilities in the school especially in a classroom have to plan, organize and lead.

Classroom management is the term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by pupils. The term also implies that the prevention of disruptive behavior. It is possibly the most difficult aspect of teaching for many teachers; indeed experienced problems in this area cause some to leave teaching altogether. Classroom management is a complex setoff articulate behavior which the teacher uses to establish and maintain conditions to enable learners achieve instructional objectives efficiently. Brown (2005) looked at classroom management as a “process involving the organization of certain academic tasks which are essential for effective teaching and learning in a specific set up.”Classroom management first became a popular topic in education during the1970‟s and 1980‟s (Tavares, 2001 and Butchart, 2001).

The focus in these early years was primarily on making the classroom safe and establishing behavior management, used to control and shape pupils behavior to conform to school rules by the classroom teacher. Classroom management using an authoritarian or punitive approach did repress disorderly behavior, but it did not foster students’ growth or allow the acquisition of more sophisticated modes of learning, such as critical thinking and reflection (Jones, 2001). In the 1990‟s classroom management developed beyond a set of educational techniques to become “a complex process in which an environment is constructed in an on-going, reciprocal manner. This process included dialogue between teachers and pupils, reflection on past and present experiences, and looking at how one’s behavior affected others in the environment (Schneider, 2006). Research from Balmer, (2008) and Brophy and Good (2000) shows that the time the teacher has to take correct misbehavior caused by poor classroom management skills result in a lower rate of academic engagement in the classroom. From the pupils‟ perspective, effective classroom management involves clear communication of behavior and academic expectations as well as a cooperative learning environment. Research findings converge on the conclusion that “teachers who approach classroom management as a process of establishing and maintaining effective learning environments tend to be more successful than teachers who place more emphasis on their as authority figures or disciplinarians” (Brophy, 2001). A significant body of research also attests to the fact that that classroom organization and behavior management competencies significantly influence the persistence of new teachers in teaching careers (Ingersoll and Smith, 2003). New teachers typically express concerns about lacking effective means to handle the disruptive behavior of pupils (Browers and Tomic, 2000). Effective teaching requires considerable skill in managing the myriad of tasks and situations that occur in the classroom each day. The ability of teachers to organize classrooms and manage the behavior of their pupils is critical of achieving positive educational outcomes. As zeidner (2000) states: adequate classroom discipline is generally regarded to be one of the most essential aspects of education as well as an absolute prerequisite to achieving instructional objectives and safeguarding pupils‟ psychological, social and physical well-being. The objectives of classroom are for pupils to gain social and academic success in a structured environment that caters to tolerance, exemplary behavior and learning.

**2.2 THE CLASSROOM**

The classroom is that space bounded by the wall and roof which a teacher houses his pupils/pupils for the purpose of giving instruction to such pupils /pupils. In other words, it is a shelter for both teachers and learners so as to engage in educative activities. Classroom teaching is a complex task in a complex environment. The classroom is the immediate management environment for formal knowledge acquisition. It is made up of the teacher, the learners, learning equipment and the environment. Usually a primary school teacher is in a modest-sized room with between 20 to 40 pupils. Kimberly (2001) stated the five characteristics of a classroom as security, open communication, mutual liking, shared goals and connectedness.

**2.3 CLASSROOM MANAGEMENT**

Good classroom management will help to facilitate student learning, by allowing teachers to accomplish other important instructional duties. Kounin Conte (2012) thought teachers who could be that “aware” would be better managers of children in the classroom. According to Emmer and Stough (2001) Kounin also became interested in a rather contemporary issue of the time. He questioned whether managerial behaviors that work for regular education pupils have the same effects on pupils identified as emotionally disturbed in the same classrooms. His answer was “yes,” at least in whole class behavior settings in regular education classrooms. This research was an early indication that inclusion of children with disabilities within the classroom was the right approach. Kounin‟s work then focused on management research shifting from reactive strategies to preventive strategies to preventive strategies and from teacher personality to environmental and strategic components of management. His work highlighted the influenced of classroom activities as a source of important variations in student and teacher behavior. With this wide range of theories, Kounin’s research of classroom management helped to identify many of the issues teachers are still facing in today’s classroom.

Maslow’s research on hierarchy of needs has also influenced effective classroom management. Helping pupils meet their own needs is of the utmost importance to enhance student learning opportunities and to maintain teacher longevity in the classroom.

Maslow (as cited in Sprinthall, 2001) an important psychologist in the area of motivation theory, has suggested that there is a definite order in which individuals attempt to satisfy their needs. Maslow had declared there is an “order-of-importance” that is universal among all humans. Until these needs are met, the individual will not be concerned with the needs of the next level of importance. Survival needs override other needs in this hierarchy. Herbert Grossman (Gordon, 2001) recaps pupils’ basic needs and the order which those needs must be met to produce well-balanced members of society. The following is a summary of Grossmans basis for student need using Maslow’s need hierarchy: physiological satisfaction: taking care of hunger, thirst, and rest, Safety: avoiding injury, physical attack, pain, extreme temperatures, disease, and physiological abuse, Nurture: receiving love and acceptance from others and having a feeling of belonging to a group, A sense of personal value: experiencing self-esteem, self-confidence, and a sense of purpose and empowerment, Self-actualization: realizing one’s full potential. The theory of hierarchy of need can be related to the school setting. According to Gordon (2001) school staff members may attend to basic physiological needs on a daily basis by providing breakfasts and lunches for needy pupils and, in some cases, making home visits to teach parents how to provide for their children’s needs. Until these physiological needs like food are met, basic functioning in the learning environment is very difficult, maybe even impossible. Although meeting the second category of needs those regarding safety issues may lay outside of the teacher’s direct influence when pupils are at home or away from school, some of these needs can be addressed in the classroom. Good classroom management can help to ensure protection of pupils from physical attacks by other pupils, dangerous environmental conditions such as playing around electrical equipment, and from psychological abuse from peers or adults. Gordon (2001) believes the teacher has the opportunity to create a learning environment that is kind and respectful in order to meet the nurturing need. Pupils will be better able to reciprocate genuine loving, caring behaviors toward other people if the demonstration of affection is modeled for them in classroom. The fourth category of needs that Gordon (2001) states surrounds self-esteem, self-confidence, a sense of purpose, and empowerment that will directly relate to love and acceptance. If a student feels cared for and can express those emotions and behaviors, the student will continue to build self-esteem and confidence. The need of self-actualization can be fulfilled when the more basic needs have been met. All of these theories are an intricate part of the history of classroom management research. Together the theories help build a foundation upon which we can continue to build our research on classroom management, inclusion of disabled pupils, reactive and preventative responses, and making value judgments.

**2.4 EFFECTIVE CLASSROOM MANAGEMENT**

Effective classroom management means implementing strategies that create a safe, fair and rule based learning environment for pupils to flourish in. Emmor and Evertson (2012) states that effective classroom management consists of teacher behaviors that produce high levels of student involvement in classroom activities, minimal amounts of student’s behavior that interfere with the teacher’s or other student’s work, and efficient use of instructional time. Teachers that are effective classroom manager have; planned rules and procedures carefully, systemically taught these to pupils, organized instruction to maximize student task engagement and success, communicated directions and expectations to pupils. Teachers who have problems with behavior management and classroom discipline are frequently ineffective in the classroom.

**2.5 APPROACHES TO EFFECTIVE CLASSROOM MANAGEMENT**

A democratic atmosphere should be created, where possible, such that needs and interest of the learners, as well as their likes and dislikes, are adequately catered for. This is ideal instructional management unlike what is presently going on, at least partially, in some of our schools nowadays. These approaches were derived from various conception and definition of classroom management terms. They are as well highlighted as follows: Permissive approach is the total absence of control or imposition of any kind on the learners. It is believed that learners should be left freely and alone, to carry out learning activities. They should only be advised or helped to carry out learning on their own volitions. This approach makes learners aggressive, develops unhealthy rivalry, causes withdrawal attitude, and distorts effective group work. The effectiveness or non-effectiveness depends on the position of who employs it as stated by Spock (2006) that “strictness or permissive approach is not the real issue but stout hearted teachers who are not afraid to be firm where necessary can get good results with either moderate strictness or moderate permissiveness.” This means it is the firm position of the teacher that will yield good results. The permissive approach gives learners natural development. They solve their problems in the natural ways with no control from the teacher. This approach emanated from clinical or counseling psychology. It deals with human internal reactions, which results in physical action. The socio emotional approach tells of action among more than one individual. There is usually interpersonal relationship with the awareness of the learner. The teacher, who is normally the principle actors in classroom matters, takes his intensions with real zeal and he adapts democratic principles to classroom setup. He takes every learner with confidence where learners‟ negative and positive behaviors are converted to purposeful learning. It is in this approach that teachers establish strong interpersonal relationship with the learners. This is the way learners are arranged in the classroom for easy instruction. The physical arrangement or positioning is done for easy communication, audience of learners, movement and consultation. This 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. It is the type of approach, which uses the harsh action of the teacher or authority to coerce to learners into learning situation. It involves the use of threats, pressure, force, disapproval action, coercion, ridicule and sarcasm. Punishment and scolding may be adapted by the teacher to make learners comply with suitable learning situation. In this way learners may sit quietly with no movement and look frightened.

In modern classroom management, this may not be as effective as other approach. As put forward by Okafor (2000), learning take place best where both learners and staff feel free and relaxed, but on the other hand there is need for the exercise of legitimate authority such as intimidation to insure law, order and discipline to avoid chaos otherwise, proper learning will not take place. In most circumstance, teachers prefer other approaches to this as they prove better strategies. On instructional, Offorma (2004) stated that, “It is all in process of activities engaged in by the teacher with the aims of facilitating change in the learners‟ behavior i.e. the planned interaction between the learners and the learning activities.” This means it is diagnosing, planning and the preparation of instructional aides to achieve, educational objectives. It is also aimed at fulfilling policy procedures and need in education through teaching. There is the planning, acquiring of skills, methods and evaluation procedure. With the teachers experience he will guide and direct instruction activity and solve problems through using better strategies. Group process approach to classroom management is the molding or conglomeration of learners in order to achieve instructional objective. It involves the grouping of the learners based on social bases. To it importance Lingren (2006) stated that “nowadays the frontier areas of education that psychologists and educators are exploring are the use of classroom groups in promoting some of the objectives of education.”

**2.6 THE INFLUENCE OF TEACHER ON CLASSROOM MANAGEMENT**

Burrhus Fredrick Skinner’s philosophies can be related to the issue of classroom management. As a renowned learning theorist in the 1930’s and 1940’s Skinner (Sprinthall, 2001) emphasized his research on how the organism learns, regardless of its inherited potential, regardless of its species. Otherwise stated, he saw learning as a result of associations forced between stimuli and actions, or impulses to act. Simple associations would accumulate to larger groups of learned associations. Skinner felt learning resulted due to conditioning, similar to Pavlov’s dog’s being conditioned to salivate at the sound of a specific tone. In regards to the classroom, Skinner (Conte, 2004) stated that by rewarding pupils for good behavior and ignoring or punishing wrong behavior, pupils would come to understand how to behave in a classroom environment. Behaviors that were rewarded would be repeated; those that were not would be avoided, and thus, a well-behaved class would result. This step-by-step conditioning process helped Skinner (Sprinthall, 2001) develop and his first “teaching machine” in the 1950. The teaching machine was a form of programed instruction. At first, it was seen as a threat to teachers and their jobs. Reassuring the educators, Skinner announced that his programed instruction was a learning aid, not a substitute for a human teacher. He also reassured educators that the children trained with the device would not become mechanized little robots, but would more likely be able to reach their intellectual potential. Later, Skinner was credited with creating a revolution in the technology of education. Skinner’s research of reinforcing stimuli also led him to the development of behavior modification techniques in the classroom. Behavior modification involved training teachers to wait for their pupils to emit appropriate responses and then to reinforce those responses quickly and consistently. This idea of behavior modification would again, revolutionize technology in education.

In the 1950’s, Glasser’s Reality Therapy Emmer and Stough, (2001), stressed the use of choice as the cause of behavior, good or bad, and thus instructed teachers to direct pupils towards making value judgments‟ about their behavior. By making value judgments, pupils would come to realize the importance of “good” choices in behavior and continued to make them again in the future. Therefore, pupils were taught the difference between a “good judgment”, and a “bad judgment”. Pupils are taught “right” from “wrong” at a very young age. Parents model this behavior for their children on a daily basis. They make value judgments by making “good choices” and consequences are given for “bad choices”. This process too, is to promote good behavior and diminish bad behavior in the classroom.

Jacob kounin and his colleagues engaged in substantial classroom management research during the 1970s. His work focused on determining whether specific behavior settings and environmental conditions influenced behavior. He also identified a set of teacher behaviors and lesson characteristics including, weightiness, smoothness, momentum, overlapping and group alerting. These characteristics would describe a teacher who knew what was going on at all times in the classroom and was able to deal with more than one issue or problem at a time.

**2.7 ENSURING EFFECTIVE COMMUNICATION SKILL IN THE CLASSROOM**

Class maintenance begins by setting a stage. Lingren (2000) noted that, “stage setting is a way of initiating structure, a term used in recognition of the fact that any ongoing situation has a certain trend, characteristics and cues that people use as basis for action.” This is the initial stage of self-acquaintance with the learners, their attitudes and behavior by the teachers. In establishing effective communication skills with them, through such approach like simple praise, and direct approach with clear natural voice. The teacher, as teaching/learning continues will normally use general classroom management principles. These include activities like establishment of rules and regulations, and giving rationale for any ongoing factors. To know that the rules and regulations are meant for learning objectives, the learners are guided by teacher’s action, and learners‟ partake in school affairs and classroom activities. The rules and regulations are established and reviewed periodically. Reward or punishment is to be given where necessary in order to motivate, and to cope with discipline situations in the class and the school. Instructional management is the most important aspect of curriculum implementation is the organized classroom plan. To this effect, Offorma (2004) stated that, “the instructional consideration in curriculum development level include teachers making daily decisions about subjects, course, content, grouping of instructional material pacing and sequencing of activities and assessing how well pupils learn, which directly affects pupils learning.” In this process, the teacher with his words of experience should always be flexible with knowledge of the subject matter and learners, 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. The teachers should establish relationship with the learners considering their intellectual levels and work with them cooperatively so as to contribute effectively to the process of learning.

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

**3.1 INTRODUCTION**

The research set out fundamentally to study the Effects of Classroom Management on Pupils’ Academic Performance in Selected Primary School Pupils in Ibadan South-West Local Government.

The chapter covered the following sub-headings:

1. Research Design
2. Population of the Study
3. Sample and Sampling Technique
4. Instrument
5. Validity
6. Reliability
7. Administration of Data
8. Data Analysis.

**3.2 RESEARCH DESIGN**

This study employed the use of descriptive survey design. The choice of descriptive survey design is the most appropriate research on the Effects of Classroom Management on Pupils’ Academic Performance in Selected Primary School in Ogun State, Odeda Local Government.

The survey focused on questions on a large number of pupils, since it is seldom possible to question everyone concerned with certain Effects of Classroom Management on Pupils’ Academic Performance in selected Primary School in Ogun State, Odeda Local Government.

**3.3 POPULATION OF THE STUDY**

The population for the study comprised of pupils of Primary Schools in Odeda Local Government. Samples for the study were pupils in primary schools

**SAMPLE**

1. FCE Nursery and Primary School, Abeokuta
2. God Grace Nursery & Primary School, Ire-Akari, Osiele
3. St. Marry Primary School
4. Standard Nursery and Primary School

**3.4 INSTRUMENT**

A structured 100 questionnaires titled the Effects of Classroom Management on Pupils’ Academic Performance in Selected Primary Schools in Ogun State, Odeda Local Government will be used to gather information from the subjects. The questionnaire was divided into two sections A and B respectively. Section A contained pupils’ bio-data like name, sex, class, age, and name of school. Section B contained 20 items covering Effects of Classroom Management on Pupils’ Academic Performance in Selected Primary Schools Ogun State, Odeda Local Government; using Yes and No rating scale

**3.5 VALIDITY**

The questionnaire was validated by experts in measurement and evaluation, professional colleagues and the project supervisor. A table of specification displaying achievement test items was designed in order to ensure content validity.

**3.6 RELIABILITY**

To ensure reliability and consistency of the instrument, the researcher carried out a pilot study using 25 pupils, randomly selected from primary school, in Odeda Local Government and the instrument was found reliable for this present study.

**3.7 METHOD OF DATA COLLECTION**

The researcher administered the questionnaire to the pupils. The questionnaires were retrieved on same day they were administered. The result of the items was kept for future use.

**3.8 DATA ANALYSIS**

Data collected through the questionnaire was analysed in relation to the postulated research questions raised for this study. Also, simple percentage was used to analysed the data collected from the respondents.

**CHAPTER 4**

**DATA ANALYSIS AND DISCUSSION OF RESULT**

**4.1 INTRODUCTION**

This chapter presents the results of data collected from respondents, with different tables showing the responses of the respondents.

**Table 1**

Classroom management is a significant part of effective teaching and learning process

|  |  |  |
| --- | --- | --- |
| **OPTIONS** | **RESPONDENTS** | **PERCENTAGE (%)** |
| **STRONGLY AGREED** | 84 | 84% |
| **AGREED** | 15 | 15% |
| **DISAGREED** | 1 | 1% |
| **STRONGLY DISAGREED** | - | - |
| **TOTAL** | **100** | **100**% |

From table 1 above, out of **100** respondents total number of 99 (99%) agreed, while 1 (1%) of the respondents disagreed that Classroom management is a significant part of effective teaching and learning process. It was therefore concluded that Classroom management is a significant part of effective teaching and learning process.

**Table 2**

Students flourish in a positive class climate and a compassionate environment

|  |  |  |
| --- | --- | --- |
| **OPTIONS** | **RESPONDENTS** | **PERCENTAGE (%)** |
| **STRONGLY AGREED** | 57 | 57% |
| **AGREED** | 40 | 40% |
| **DISAGREED** | 3 | 3% |
| **STRONGLY DISAGREED** | - | - |
| **TOTAL** | **100** | **100**% |

From table 2 above, out of **100** respondents, **97%** agreed, while **3%** of the respondents disagreed that Students flourish in a positive class climate and a compassionate environment. It was therefore concluded that Students flourish in a positive class climate and a compassionate environment.

**Table 3**

Effective classroom management involves precautionary discipline and fruitful teaching

|  |  |  |
| --- | --- | --- |
| **OPTIONS** | **RESPONDENTS** | **PERCENTAGE (%)** |
| **STRONGLY AGREED** | 63 | 63% |
| **AGREED** | 34 | 34% |
| **DISAGREED** | 2 | 2% |
| **STRONGLY DISAGREED** | 1 | 1% |
| **TOTAL** | **100** | **100**% |

From table 3 above, **97%** agreed while **3%** of the respondents disagreed that effective classroom management involves precautionary discipline and fruitful teaching. Therefore effective classroom management involves precautionary discipline and fruitful teaching.

**Table 4**

Over- crowded classroom affect academic performance of students

|  |  |  |
| --- | --- | --- |
| **OPTIONS** | **RESPONDENTS** | **PERCENTAGE (%)** |
| **STRONGLY AGREED** | 57 | 57% |
| **AGREED** | 37 | 37% |
| **DISAGREED** | 5 | 5% |
| **STRONGLY DISAGREED** | 1 | 1% |
| **TOTAL** | **100** | **100**% |

From table 3 above, out of 100 respondents, 94 respondents representing **94%** agreed that over-crowded classroom affect academic performance of students, while 6 respondents, representing **6%** disagreed that Over- crowded classroom affect academic performance of students. Therefore Over- crowded classroom affect academic performance of students.

**Table 5**

**Ineffective teachers are poor planners**

|  |  |  |
| --- | --- | --- |
| **OPTIONS** | **RESPONDENTS** | **PERCENTAGE (%)** |
| **STRONGLY AGREED** | 47 | 47% |
| **AGREED** | 43 | 43% |
| **DISAGREED** | 9 | 9% |
| **STRONGLY DISAGREED** | 1 | 1% |
| **TOTAL** | **100** | **100**% |

From the above table, out of the 100 respondents, 90 respondents representing 90% agreed that ineffective teachers are poor planners, while 10 respondents, representing 10% disagreed to the statement. Therefore, it can be concluded that ineffective teachers are poor planners.

**Table 6**

**Classroom management is the heart of any educational system**

|  |  |  |
| --- | --- | --- |
| **OPTIONS** | **RESPONDENTS** | **PERCENTAGE (%)** |
| **STRONGLY AGREED** | 55 | 55% |
| **AGREED** | 35 | 35% |
| **DISAGREED** | 9 | 9% |
| **STRONGLY DISAGREED** | 1 | 1% |
| **TOTAL** | **100** | **100**% |

From the table above, out of the 100 respondents, 90 respondents representing 90% agreed that Classroom management is the heart of any educational system, while 10 respondents, representing 10% disagreed to the statement. Therefore, it can be concluded that Classroom management is the heart of any educational system.

**Table 7**

**Careful attention of seating arrangement contributes effectively to classroom management**

|  |  |  |
| --- | --- | --- |
| **OPTIONS** | **RESPONDENTS** | **PERCENTAGE (%)** |
| **STRONGLY AGREED** | 49 | 49% |
| **AGREED** | 37 | 37% |
| **DISAGREED** | 12 | 12% |
| **STRONGLY DISAGREED** | 2 | 2% |
| **TOTAL** | **100** | **100**% |

From the table above, out of 100 respondents, 86 respondents representing **86%** agreed that Careful attention of seating arrangement contributes effectively to classroom management, while 14 respondents, representing **14%** disagree. Therefore Careful attention of seating arrangement contributes effectively to classroom management.

**Table 8**

**Classroom management has referred to all the planned or spontaneous activities and interactions that have occurred within a classroom**

|  |  |  |
| --- | --- | --- |
| **OPTIONS** | **RESPONDENTS** | **PERCENTAGE (%)** |
| **STRONGLY AGREED** | 38 | 38% |
| **AGREED** | 54 | 54% |
| **DISAGREED** | 7 | 7% |
| **STRONGLY DISAGREED** | 1 | 1% |
| **TOTAL** | **100** | **100**% |

From the table above, out of 100 respondents, 92 respondents representing **92%** agreed that Classroom management has referred to all the planned or spontaneous activities and interactions that have occurred within a classroom, while 8 respondents, representing **8%** disagree. Therefore Classroom management has referred to all the planned or spontaneous activities and interactions that have occurred within a classroom.

**Table 9**

**Learners are guided by teacher’s action**

|  |  |  |
| --- | --- | --- |
| **OPTIONS** | **RESPONDENTS** | **PERCENTAGE (%)** |
| **STRONGLY AGREED** | 50 | 50% |
| **AGREED** | 45 | 45% |
| **DISAGREED** | 5 | 5% |
| **STRONGLY DISAGREED** | 0 | 0% |
| **TOTAL** | **100** | **100**% |

From the table above, out of 100 respondents, 95 respondents representing **95%** agreed that Learners are guided by teacher’s action, while 5 respondents, representing **5%** disagree. Therefore, Learners are guided by teacher’s action.

**Table 10**

**Grouping of instructional material, spacing and sequencing of activities encourage learners.**

|  |  |  |
| --- | --- | --- |
| **OPTIONS** | **RESPONDENTS** | **PERCENTAGE (%)** |
| **STRONGLY AGREED** | 50 | 50% |
| **AGREED** | 43 | 43% |
| **DISAGREED** | 6 | 6% |
| **STRONGLY DISAGREED** | 1 | 1% |
| **TOTAL** | **100** | **100**% |

From the table above, out of 100 respondents, 93 respondents representing **93%** agreed that grouping of instructional material, spacing and sequencing of activities encourage learners, while 7 respondents, representing **7%** disagree. It can be concluded that grouping of instructional material, spacing and sequencing of activities encourage learners.

**Table 11**

**Setting is a way of initiating structure that motivates learners in the classroom**

|  |  |  |
| --- | --- | --- |
| **OPTIONS** | **RESPONDENTS** | **PERCENTAGE (%)** |
| **STRONGLY AGREED** | 50 | 50% |
| **AGREED** | 42 | 42% |
| **DISAGREED** | 8 | 8% |
| **STRONGLY DISAGREED** | 0 | 0% |
| **TOTAL** | **100** | **100**% |

From the table above, out of 100 respondents, 92 respondents representing **92%** agreed that Setting is a way of initiating structure that motivates learners in the classroom, while 8 respondents, representing **8%** disagree. Therefore, Setting is a way of initiating structure that motivates learners in the classroom.

**Table 12**

**Reward or punishment is to be given where necessary in order to motivate, and to cope with discipline situations in the class**

|  |  |  |
| --- | --- | --- |
| **OPTIONS** | **RESPONDENTS** | **PERCENTAGE (%)** |
| **STRONGLY AGREED** | 61 | 61% |
| **AGREED** | 38 | 38% |
| **DISAGREED** | 1 | 1% |
| **STRONGLY DISAGREED** | 0 | 0% |
| **TOTAL** | **100** | **100**% |

From the table above, out of 100 respondents, 99 respondents representing **99%** agreed that Reward or punishment is to be given where necessary in order to motivate, and to cope with discipline situations in the class, while 1 respondents, representing **1%** disagree. Therefore, Reward or punishment is to be given where necessary in order to motivate, and to cope with discipline situations in the class.

**Table 13**

**Poor quality and inadequate furniture in the classroom affect student’s academic performance**

|  |  |  |
| --- | --- | --- |
| **OPTIONS** | **RESPONDENTS** | **PERCENTAGE (%)** |
| **STRONGLY AGREED** | 53 | 53% |
| **AGREED** | 42 | 42% |
| **DISAGREED** | 5 | 5% |
| **STRONGLY DISAGREED** | 0 | 0% |
| **TOTAL** | **100** | **100**% |

From the table above, out of 100 respondents, 95 respondents representing **95%** agreed that Poor quality and inadequate furniture in the classroom affect students’ academic performance, while 5 respondents, representing **5%** disagree. Therefore, Poor quality and inadequate furniture in the classroom affect students’ academic performance.

**Table 14**

**Physical environment of the classroom and seating facilitates effective teaching and learning of students**

|  |  |  |
| --- | --- | --- |
| **OPTIONS** | **RESPONDENTS** | **PERCENTAGE (%)** |
| **STRONGLY AGREED** | 50 | 50% |
| **AGREED** | 39 | 39% |
| **DISAGREED** | 9 | 9% |
| **STRONGLY DISAGREED** | 2 | 2% |
| **TOTAL** | **100** | **100**% |

From the table above, out of 100 respondents, 89 respondents representing 8**9%** agreed that Physical environment of the classroom and seating facilitates effective teaching and learning of students, while 11 respondents, representing **11%** disagree. Therefore, Physical environment of the classroom and seating facilitates effective teaching and learning of students.

**Table 15**

**The teachers should establish relationship with the learners considering their intellectual levels**

|  |  |  |
| --- | --- | --- |
| **OPTIONS** | **RESPONDENTS** | **PERCENTAGE (%)** |
| **STRONGLY AGREED** | 42 | 42% |
| **AGREED** | 41 | 41% |
| **DISAGREED** | 15 | 15% |
| **STRONGLY DISAGREED** | 2 | 2% |
| **TOTAL** | **100** | **100**% |

From the table above, out of 100 respondents, 83 respondents representing **83%** agreed that the teachers should establish relationship with the learners considering their intellectual levels, while 17 respondents, representing **17%** disagree. Therefore, teachers should establish relationship with the learners considering their intellectual levels.

**Table 16**

**Environmental conditions influenced behavior of students**

|  |  |  |
| --- | --- | --- |
| **OPTIONS** | **RESPONDENTS** | **PERCENTAGE (%)** |
| **STRONGLY AGREED** | 55 | 55% |
| **AGREED** | 34 | 34% |
| **DISAGREED** | 9 | 9% |
| **STRONGLY DISAGREED** | 2 | 2% |
| **TOTAL** | **100** | **100**% |

From the table above, out of 100 respondents, 89 respondents representing 8**9%** agreed that Environmental conditions influenced behavior of students, while 11 respondents, representing **11%** disagree. Therefore, Environmental conditions influenced behavior of students.

**Table 17**

**Classroom management has affected the performance of students in secondary schools.**

|  |  |  |
| --- | --- | --- |
| **OPTIONS** | **RESPONDENTS** | **PERCENTAGE (%)** |
| **STRONGLY AGREED** | 54 | 54% |
| **AGREED** | 29 | 29% |
| **DISAGREED** | 16 | 16% |
| **STRONGLY DISAGREED** | 1 | 1% |
| **TOTAL** | **100** | **100**% |

From the table above, out of 100 respondents, 83 respondents representing **83%** agreed that Classroom management has affected the performance of students in secondary schools, while 17 respondents, representing **17%** disagree. Therefore, Classroom management has affected the performance of students in secondary schools.

**Table 18: Students will understand better in an environment that is kind and respectful**

|  |  |  |
| --- | --- | --- |
| **OPTIONS** | **RESPONDENTS** | **PERCENTAGE (%)** |
| **STRONGLY AGREED** | 44 | 44% |
| **AGREED** | 42 | 42% |
| **DISAGREED** | 13 | 13% |
| **STRONGLY DISAGREED** | 1 | 1% |
| **TOTAL** | **100** | **100**% |

From the table above, out of 100 respondents, 86 respondents representing **86%** agreed that Students will understand better in an environment that is kind and respectful, while 14 respondents, representing **14%** disagree. Therefore, Students will understand better in an environment that is kind and respectful.

**Table 19: Most of the class activities take place while students are seated**

|  |  |  |
| --- | --- | --- |
| **OPTIONS** | **RESPONDENTS** | **PERCENTAGE (%)** |
| **STRONGLY AGREED** | 48 | 48% |
| **AGREED** | 36 | 36% |
| **DISAGREED** | 14 | 14% |
| **STRONGLY DISAGREED** | 2 | 2% |
| **TOTAL** | **100** | **100**% |

From the table above, out of 100 respondents, 84 respondents representing **84%** agreed that Most of the class activities take place while students are seated, while 16 respondents, representing **16%** disagree. Therefore, Most of the class activities take place while students are seated.

**Table 20: Poor classroom management skills result in a lower rate of academic performance**

|  |  |  |
| --- | --- | --- |
| **OPTIONS** | **RESPONDENTS** | **PERCENTAGE (%)** |
| **STRONGLY AGREED** | 44 | 44% |
| **AGREED** | 48 | 48% |
| **DISAGREED** | 7 | 7% |
| **STRONGLY DISAGREED** | 1 | 1% |
| **TOTAL** | **100** | **100**% |

From the table above, out of 100 respondents, 92 respondents representing **92%** agreed that Poor classroom management skills result in a lower rate of academic performance, while 8 respondents, representing **8%** disagree. Therefore, Poor classroom management skills result in a lower rate of academic performance.

**CHAPTER FIVE**

**SUMMARY, CONCLUSION AND RECOMMENDATION**

**5.1 INTRODUCTION**

This chapter summarizes the implications of the study, recommendation and suggestion for further studies.

**5.2 SUMMARY**

Effective classroom management is conditional for enabling effective education. In this study, classroom management strategies that support and facilitate effective teaching and learning are investigated. Classroom management is defined as the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning. Effective strategies focus on preventive rather than reactive strategies. Establishing positive teacher-student relationships is an effective preventive strategy e.g. negotiates on classroom rules instead of impeding them, whereas punishment is generally an ineffective reactive strategy. In effectively managed classrooms, student’s engagement and achievement are evidently higher. Effective classroom management strategies are a base competence for all teachers. The daily practice in secondary school classrooms has changed rapidly toward more student-centred and cooperative learning, and the most recent meta-analysis on classroom management was conducted in 2003. This stresses the need for a renewed overview of effective classroom management strategies.

The main objective of the research was to conduct a meta-analysis on the effects of various classroom management strategies that enhance students’ academic performance in secondary school education. The meta-analysis encloses studies published since 2003, that examine the effects of classroom management strategies on academic outcomes e.g. student performance, time-on-task and on social-emotional outcomes. This knowledge base supports teachers in their challenge to effectively manage their classrooms in current educational settings.

**5.3 CONCLUSION**

From the results of this study, the effective classroom management techniques included effective communication, constant engagement of students in activities, regular use of questions by teachers, use of behaviour contract, teachers acting as models of good behaviour and monitoring amongst others.

Effective classroom managers provide a structured, caring environment that meets students’ personal and academic needs. Such teachers are perceived as authority figures in the classroom. They share high behavioral expectations, design and implement developmentally appropriate lessons, and establish and enforce behavioral guidelines. Because effective teachers respect students as individuals with rights, values, and feelings, they carefully choose their words and actions to protect students’ dignity. They actively engage students in meaningful, challenging educational experiences and provide plentiful positive feedback.

The conclusion drawn is that teacher classroom management effectiveness is a significant predictor of students learning and academic performance.

**5.4 RECOMMENDATIONS**

Classroom management effectiveness is one of the important criteria for assessing teaching effectiveness of teachers. Besides, classroom management effectiveness enhances students learning. This study has highlighted the effective classroom management techniques. Therefore school administrators should

* Ensure that they regularly organize seminars aimed at intermittent training of teachers on these classroom management techniques as a result of their importance in teaching and learning process.
* School administrators and teachers should ensure that they do not use corporal punishment as a classroom management technique.
* Teachers should be models of good behavior in the way they dress, the way they talk and things they do particularly in the classroom.
* Teachers should also ensure that they create positive learning environment. When the classroom physical learning environment is conducive, students will development a positive attitude towards schooling and always be attentive in class during instruction.

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**FEDERAL COLLEGE OF EDUCATION, OSIELE, ABEOKUTA**

**SCHOOL OF ART AND SOCIAL SCIENCES**

**DEPARTMENT OF EDUCATION**

**EFFECTS OF CLASSROOM MANAGEMENT ON PUPILS ACADEMIC PERFORMANCE IN SOME SELECTED PRIMARY SCHOOLS IN OGUN STATE.**

**DEAR RESPONDENT,**

I am a final year student of the department of **Primary Education Studies**, School of Education Federal College of Education, Abeokuta. All questions below are for research purpose base on the topic above. Kindly respond to all questions with all honesty.

Thanks for your cooperation.

**SECTION A**

**NAME:** ……………………………..……………………………………………………..…..

**NAME OF SCHOOL:**...........……….…………………………………………………………

**CLASS:**…………………………………………………………………………………………

**AGE**: …………………………………………...………………………………………………

**SEX:** Male ( ) Female ( )

**SECTION B**

You are required to tick (√) in the appropriate column.

|  |  |  |  |
| --- | --- | --- | --- |
| **S/N** | **STATEMENT** | **YES** | **NO** |
| 1. | Classroom management is a significant part of effective teaching and learning process |  |  |
| 2. | Students flourish in a positive class climate and a compassionate environment |  |  |
| 3. | effective classroom management involves precautionary discipline and fruitful teaching |  |  |
| 4. | Over- crowded classroom affect academic performance of students |  |  |
| 5. | Ineffective teachers are poor planners |  |  |
| 6. | Classroom management is the heart of any educational system |  |  |
| 7. | Careful attention of seating arrangement contributes effectively to classroom management |  |  |
| 8. | Classroom management has referred to all the planned or spontaneous activities and interactions that have occurred within a classroom |  |  |
| 9. | Learners are guided by teacher’s action |  |  |
| 10. | Grouping of instructional material, spacing and sequencing of activities encourage learners. |  |  |
| 11. | Setting is a way of initiating structure that motivates learners in the classroom |  |  |
| 12. | Reward or punishment is to be given where necessary in order to motivate, and to cope with discipline situations in the class |  |  |
| 13. | Poor quality and inadequate furniture in the classroom affect students academic performance |  |  |
| 14. | Physical environment of the classroom and seating facilitates effective teaching and learning of students |  |  |
| 15. | The teachers should establish relationship with the learners considering their intellectual levels |  |  |
| 16. | Environmental conditions influenced behavior of students |  |  |
| 17. | Classroom management has affected the performance of students in secondary schools. |  |  |
| 18. | Students will understand better in an environment that is kind and respectful |  |  |
| 19. | Most of the class activities take place while students are seated |  |  |
| 20. | Poor classroom management skills result in a lower rate of academic performance |  |  |