THE PROBLEMS OF CLASSROOM MANAGEMENT AND CONTROL

[A CASE STUDY OF SELECTED PRIMARY SCHOOLS IN IJEBU ODE LOCAL GOVERNMENT AREA OGUN STATE)

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CERTIFICATION

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DEDICATION

This research work is dedicated to Almighty Allah for the provision of spiritual guidance and strength. Who is the author and finisher of my faith.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the study

Classroom management and control is one of the major elements of teaching and learning process which are geared towards attainment of specific goals (Shart, 2016). The goals can only be accomplished, if the teacher tries to put in place appropriate methods or strategies and good classroom managerial skill. For teaching to be meaningful, classroom management and control is essential. The classroom could be seen as a school environment which accommodates teachers, pupils, instructional materials and infrastructure facilities which enable teaching and learning experience or problems to take place.

Classroom management refers to all of the things that a teacher does to organize student's space, time and materials so that instruction in content and students learning can take place. In all that you communicate, no matter how insignificant or how innocuous it may seem, it can contribute to your status as a teacher and your ability to manage the classroom.

Ginoh (1972) states that "good classroom management like surgery requires precision no random cuts, no insults, no blistering language, his/her management plan is never sadistic. He/she lures by the law of compassion, even when challenged by children to defy it tells us. Harmg Ginoh tells us the amounts of time students are actively engaged in learning contribute strongly to their achievement. The amount of time available for learning is determined by the instructional and management skills of the teacher. This implies that teachers must plan and prepares well, be organized, maximize student time on task, keep students actively engaged, efficiently utilize time and the list question.

Look at yourself, be mindful of your self confidence, voice, attitude, enthusiasm, personal appearance, manners, values and most of all, composure and self control losing composure and shouting does ont enhance classroom management. The teacher sets the time and creates the learning environment in the classroom. Consequently, the classroom climates takes on the characteristics of the teachers personality and disposition on the first day of school, introduce written rules and procedures and post them. Above all, be generous with appreciative p[raise, encouragement and reward for achievement and positive behaviour. Have the student practice, learn and be able to plan classroom procedures (grade appropriate). The procedures need to become routine, students should be able to perform the procedures automatically.

How one teacher manages the classroom, is the primary determination of how well your students learn. Conversely, when students are successfully and actively engaged in their work, they tend to be well behaved. Therefore, keep students involved in their work, have students understand what is expected of them, maximize time on task, and prevent confusion by relaxed and pleasant classroom. According to Manus (1989) sensibly point out four rules of classroom management and these rules can be applied in a classroom. They are;

Rules One: Get them in. the process of getting them in can be seen to involve three phases in greeting, seating, and starting.

Rule Two: Get them out. Here, the teacher needs to consider two phrases of concluding a lesson and dismissing a class.

Rule Three: Get on with it. This refers to the main point of the lesson, the nature of its content and the manner of its preservation.

Rule Four: Get on with them. Here the teacher develops good personal relationship with their pupils by fostering mutual trust and respects. To do this

effectively, the teacher needs to be aware of each child as an individual and to be sensitive to the mood of the class as a whole. This means knowing when and keeping track of what is going on.

What is classroom management? During the last decades, many definitions have been given to this term, starting from 1961, where it was mentioned that classroom management is strongly connected to the teacher"s role in the class and the way he/she handles all the daily issues that may come up in the classroom (Brown & Phelps, 1961). According to more recent theories, this term does not only include the repressive actions a teacher can make, but it also includes all the preventive actions the teacher should make in order to ensure a thriving environment for all the pupils (Henley, 2006; Pianta, 2006; Helmke, 2011 as cited in Makarova & Herzog, 2013). Furthermore, classroom management is also related not only to student"s academic success as it was considered, but also to their full development - sentimental, cognitive and social (Evertson & Weinstein, 2011 as cited in Trikkaliotis, 2014). It is also important to be mentioned that effective classroom management is directly connected to the development of children"s inner discipline. Thus, children do not follow an imposed discipline because they are obliged to do so, but they co-decide on the rules of the class and the consequences that should be applied in case they do not follow these rules (Barns, 2010). Nowadays, according to those definitions, teachers are presented to be more flexible (Saban, 2009), creating positive interpersonal relationships with their pupils, coming up to their needs (Ho and Lin, 2016) and cooperating with them in the classroom rules setting (Karantzis, 2011). Children and teacher can cooperate all together in order to create positive relationships and a supportive classroom climate (Jakobsen et al., 2002), elements that gradually lead to the development of self-esteem and children"s self-control (Jones & Jones, 2004).

Adeyemo (1971) regards classroom management as the content of a large variety of straight forward activities such as simple clerical duties, ordering, maintaining and distributing materials and caring for students behaviours. Looniz (1980) sees classroom management as aiming a regulating the social behaviour of pupils liking directing, questions at an inattentive pupils using positive reinforcement or applying punishment as a remedial contain measure.

Abuya (2013) sees management as the organization through systematic coordinated and cooperative human efforts. Therefore, classroom management involves the utilization of available resources in the accomplishment of stated objectives and to make resource productive in order that the teaching and learning process may achieve its goals.

The idea behind discipline in school is not across a single point of view About the proper definition of school discipline but to bring together contrasting opinion and attitudes, so that reader give the background on which to base is own conclusions.

However the discipline expresses constancy that is what ever situation. There are always a set of rules and regulation necessary foe achievement of the goals of the situation. That is why discipline has often as the order with which an individual advances towards achieving a goal that he has set for himself or that some one has lawfully set for him, for example in a school setting there are a number of rules and rightfully prescribed for student by the government or the school authorities these rules are expected to be observed by student in order to achieve the school goals. All that has been said implies that discipline is a goal oriented behaviour. It is any action taken with a view to achieving the objectives of a given situation, organization or establishment.

Discipline is one of the most controversial topic in education, it is an area of interest that closed involves many parents and teachers who feel the need to refine school values to take account of change in the social environment but are not

always sure of the best way to go about the job.

Discipline can be defined as the order with which an individual advance towards achieving a goal that he has set for himself or that someone has lawful set for him

Discipline as the first law in good school for without it school life cannot fulfill it purpose.

Discipline is define as the layout order of control and self impose by pupils rather than imposed from out side by the teacher.

Discipline is define as the highest order of control and self impose by the pupils rather than imposed from out side by the teacher.

Discipline can also be seen as the measured by the extent to which the children are self controlled and willing apply themselves to the task appointed by the teacher.

Discipline as near the total freedom to young stars to find their own philosophy of behaviour and relief or would it be wise to seek to pressure same or the entire traditional standard as an essential bulwark against the risks of social disruption

Classroom management and control is an important concern of every teacher; experienced or novice, man or woman, old or young. Student teachers of economics report to be experiencing a handful of problems related to classroom management (Merç, 2014). According to Luo, Bellows, and Grady (2011), for many graduate teaching assistants, controlling classroom environments can be overwhelming. Even teachers with 25 years of experience can still face classroom management problems (Kyriacou, 2015). When the component of a foreign language classroom is added to the setting, the situation becomes even more problematic and uncertain (Fowler &Şaraplı, 2010).In order to deal with the possible already existing and forthcoming classroom management and control problems, teachers are employing a number of strategies. Whether these strategies

work well for their classrooms, or just fail is a matter of concern to all teacher education researchers (Tahir&Qadir, 2012). For building an effective training model, there is an urgent need for the examination of the classroom management and control issues in depth and the identification of effective strategic management techniques that are best suited for effective teaching. `Becoming effective in classroom management will benefit not only the students but also teachers. It is on this ground that one deemed it necessary to investigating problems of classroom management and control.

1.2 Statement of the Problems

The need for teachers to acquire classroom management and control strategies and techniques has been identified and documented as being essential for effective teaching and learning. Classroom management ranges from practical advice from experts to sophisticated research studies and guides from teachers on classroom control (Kyriacou,2013). However not much research has been done towards identifying and managing classroom problems arising from student behaviours, particularly in ogun state

The growing rate of indiscipline and inability of teachers to manage and ensure peaceful and conducive atmosphere for teaching in today's classroom is becoming alarming. This is critically a case that is prevalent in some selected secondary schools in Odogbolu Local Government Area of Ogun State.

The eminence of this condition and its effects string hold and stay has terminated the realization of educational objectives and make the general school system a place like reserve playground. Today, the case is intense and is called for in some selected secondary school in the local government area, were students are

very delinquent, disrespectful etc. this has on t he long run militated against the effort or skills teachers and reduced educational administration efficiency.

However, it is hoped that the meaningful findings of this research work will do justice and bring the problem of classroom management and control in the selected secondary schools to a remedial place.

1.3 Purpose of the study

The main purpose of the study is to investigate the problems of classroom management and control. Specifically, the study will ascertain;

1. The problems of classroom management and control.

2. The causes of problems of classroom management.

3. The strategies effective for the control of problems associated to classroom management.

4.   The study of the problem affecting classroom management and control in some selected secondary school at Odogbolu Local Government Area ogun state is aimed to achieving discipline among students in that locality.

5. In line with this, the purpose of this research is to carry out a survey of the problems affecting classroom and control among secondary schools students in Odogbolu Local Government of Ogun State. This study will also seek possible way of preventing these management problems.

1.4 Significance of the study

The study will benefit teachers, students, school administrators and future researchers.

Teachers will benefit from the study as the study will highlight the problems of

classroom managements, it causes and strategies effective for it control.

Student will benefit from the study as the study will also enable them see the benefit of classroom management and control on their learning process and academic performance.

School administrator will benefit from the study since the study will enlighten them on the need of providing adequate facility that will enable effective control of classroom management. Future researchers will benefit from the study as it will serve as a source of research material and reference for related study.

1.5 Scope of the Study

The scope of the study covers the problems of classroom management and control. It focused on primary school students in Odogbolu L.G.A. It will also focus on the problems of classroom management and control, causes of problems of classroom management and strategies effective for the control of problems associated to classroom management.

1.6 Research Questions

The following research questions guided the study as follows;

1. What are the strategies effective for the control of problems associated to classroom management and control

2. Should discipline of child be left alone for the class teachers?

3. Does personality of a teacher has effect on teachers?

4. Does environment has influence in class room management and control.

5. Do inadequate teaching aids lead to fall in class room management?

6. Is it good for teacher to ask questions when teaching?

7. Does teacher harshness in class make teachers to learn fast?

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1.8   DEFINITION OF TERMS

Discipline: This refers to the bad conduct or behavior of students who does who does not obey the rules and regulation of a school.

Indiscipline: It is a lack of control in the behaviour of pupils/student.

Principal: This refers to the head of a secondary school whether public or private.

Management: This is the process of dealing with students in a successful way.

Classroom: A room where a class of pupils/student is taught.

Untrained Teachers: They are teachers appointed to teach in a secondary school but have no formal education.

School: It is a place where pupils/students go, to be educated.

Effect: this is the way in which an event, action or person change someone in something that is influencing the life of students in the classroom.

CHAPTER TWO: LITERATURE REVIEW

2.1 Theoretical Review

2.1.1 Classroom and Classroom Management

This implies that the classroom management and control ought to be cooperative effort of both teachers and head teachers, the organization of a school is one of the head teacher main responsibilities, how ever one will observe that no matter how good this organization your plans might be the head teacher cannot fully implemented them wholly the support teachers are required so that a good social climate is develop for effective teaching and learning

- problems associated with classroom management is listed below

- noise

- unexpected events

- indiscipline

- ensuring effective classroom management

A classroom is a space provided in a school where students gather and the teacher meets them for lectures. It is a room designated for teaching and learning. Classroom is a room set aside and specifically designed and furnish for the purpose of teaching and learning (Akinwumiju&Agabi 2008) in (Agabi, et al., 2013). A classroom is one of the facilities a school must have. Agabi, Onyake and Wali succinctly put: a school is not complete without at least one block of classroom to facilitate organized teaching and learning.

A classroom is very important because it facilitate teaching and learning. A conducive classroom environment increases the desire for knowledge and heightens creativity in learners, (Agabi et al., 2013). The classroom protects learners from the erratic weather condition such as rain, wind, and extreme

weather conditions (Agabi et al., 2013). The classroom, with the aid of its facilities such as: the writing board, classroom seats and instructional materials, enhances teaching and learning.

For the classroom to be useful for the purpose it was meant to serve, teaching and learning, it has to be organized and maintained. This brings about the concept of classroom management.

Classroom management refer to the sum total of plan of actions taken by the teacher in the classroom to bring about a conducive classroom environment that supports teaching and learning leading to success and achievement.

Mecreary (2010) in Agabi, Onyeieke and Wali, (2013) defined classroom management as the process and strategies an educator uses to maintain a classroom environment that is conducive to students learning and success. Similarly, Dollad and Christensen (1996) defined classroom management as the action a teacher takes to bring about an environment that support and make easy instructions, academic, social and emotional learning.

Teachers in the classroom are the managers of the classroom activities. He is concerned with maintaining order, regulating the sequence of events and directing his own attention towards achieving educational goals. Classroom management plays a very important role in the teaching and learning process. Marzono (2003) said a classroom that is well managed will provide an environment in which teaching and learning can flourish. The success of any educational system depends largely on the effectiveness of classroom management. Classroom management techniques have been divided into two major components, behavioral management and instructional management (Martin & Sass, 2010).

2.1.2   Academic performance

Academic performance is the extent to which a student, teacher or institution have

achieved their short or long term educational goals. It is commonly measured through examination or continuous assessment for instance, Number of credit obtained at a sitting in WAEC or NECO examination represents academic performance of the candidate.

Students' academic performance is contingent upon a number of factors including: previous educational outcome, socio economic status of the parents, parent educational background, self- effort and self -motivation of students, learning preferences, standard and type of educational institution in which student get their education and the school in which they study, amongst others. Durden and Ellis (1995) observe that, the measurement of student's previous educational outcomes are the most important indicators of student future achievement, that is, the higher previous appearances, the better the students' academic performance in future endeavors.

However, Roddy and Talcott (2006) disagree with the assumptions that future academic performance are determined by preceding performance. In their research on the relationship between previous academic performance and subsequent achievement at university level; they found that student learning or studying at graduate level and the score secured did not predict any academic achievement at university level.

Graetz (1995) conducted a study on socio economic status of the parent of students and concluded that the socio economic background has a great impact on student academic performance. Main source of educational imbalance among students and students' academic success hinged very strongly on parents socio-economic status. Having the same view as Graetz(1995), Considine and Zappala (2002) in their study on the influence of socio economic disadvantages in academic performance of schools, in addition, noticed that these parents make available sufficient psychological and emotional shore up to their children by

providing good education and learning environment that produce confidence and the improvement of skill needed for success.

Standard and type of education institution in which students get their education, strongly affect student learning outcome and educational performance. The education environment of the school one attends sets the parameters of students learning outcomes. Sparkles (1999) in Considine and Zappala (2000) showed that schools environment and teachers expectation from their students also have strong influence on students' academic performance.

Teachers, teaching in poor schools or schools having poor basic facilities often have low performance expectation from their students and when students know that their teacher have low performance expectations from them, it leads to poor performance by the students. Kwesiga (2002) asserts that students performance is also influenced by the school in which they study and that the number of the facilities in school offers usually determine the quality of the school which in turn affect the performance and accomplishment of its students. In his own argument, he also asserts that schools influence educational process in content organization, teacher and teaching and learning and in the end evaluation of all. It is generally agreed that schools put strong effect on academic performance and educational attainment of students.

Students from elite schools perform better because these elite schools are usually very rich in resources and facilities. Hence the ownership of school and the fund available indeed influence the performance of the students. Adetayo, (2008) confirms this position when they noticed that school ownership, provision of facilities and availability of resources in school is an important structural component of the school. Private school due to better funding, small size, serious ownership, motivated faculty and access to resources such as computers perform better than public schools. These additional funding resources and facilities

available in private schools enhance academic performance and educational attainment of their student.

2.1.3 Behavioral Management

According to Martin & Sass (2010) behavioral management refers to the general daily maintenance of the classroom which include: classroom rules for students impute during instructional time and the type of reward system utilized. They continued that behavioral management is similar to but different from discipline in that it includes pre-planned efforts to prevent misbehavior as well as the teachers respond to it. Opining, Zimmerman (2011) said that

Behavioral Management is related to the expectations a teacher hold for their student. That it is not enough to expect students to keep their hands to themselves or raise their hand to speak, students also need to understand how you expect them to walk in the classroom, how to turn in their papers, how you want them to sit at their desk; they need to know how to get your attention appropriately and what voice level to use, at what time. Slater (2002) mention five areas an educator should make their focal point as they desire to maintain people management: communication, fairness, listen, empower and change.

Managing behavior of students in the classroom is significant for the teacher because it can affect instruction, learning and performance. Walker (2009) asserts that the best teachers don't simply teach content, they teach people and Marzono, Pickering and Pallack (2001) said to effectively teach their student, teachers need to employ effective behavioral management strategies, implement effective instructional strategies and develop strong curriculum. When students with behavior issues are not properly handled, they can negatively influence the learning environment by persuading others to join them.

2.1.4 Instructional Management

Instructional management include aspects such as monitoring each work, structuring of the daily routine as well as teachers use of lecture and student practice, interaction, participatory approaches to instructions (Martin & Sass 2010). Instructional Management is when the educator maintain control within their classroom with the rigor of the lesson within the classroom where the student engaged and on task because students are very impressionable and require teachers who have the knowledge of how to create the best outcome for everyone in the learning environment.

Churchward (2009) suggested three approach to classroom management: Noninterventionist, Interventionist and Interactionist. These approaches were investigated in this study. According to Churchward (2009), Non-interventionist, a proactive approach is being prepared and being in control, interventionist, a reactionist approach, is doing this because some students did that while interactionist believe that students learn from interacting with peers in their environment, which is a shared classroom management strategy.

Wong (1998), the proponent of Non-interventionist purports to the theory that class room issues must be handled before an issue occurs. Wong (1998) said in his management strategy, students involved with their work especially with academics—teacher lead instructions, always know what is expected of them and they tend to be successful. They have little time off task such as wasted, disruption time etc. The classroom environment is work oriented along with being pleasant and relaxed.

Canter (2006) designed assertive discipline approach, which falls within the category of interventionist approach. According to Canter, the procedure is familiar to the teacher and ensures that rule making is within the teachers' authority. Items like positive consequences, reward, and negative consequences and punishment were selected for the benefit of both the student and the teacher.

Etheridge (2010) sees assertive discipline originally designed by Canter (2006), as a disciplinary approach that is designed to acknowledge a take charge and assertive approach on the part of the teacher.

Classroom management and learning appears to be linked up and so if the teacher is striving to develop students who can perform academically through their school experience, then classroom management techniques need to be studied to determine which methods is more effective for students' academic performance. However, few studies up to date have explored possible linkage between classroom management and students' performance. This gap in the literature is reflected in the problem statement.

2.1.5 Classroom Management and Student Academic Performance

Classroom Management is the action and direction a teacher takes to create a successful learning environment, having a positive impact on students' performance, given learning requirement and goals. A well-managed classroom give the teacher a firm control over the class whereas the teacher loses control over the class if it is not well manage. Robert Digiulio see positive classroom management as the result of four factors: How teachers regard their students, how they set up the classroom environment, how skillful they teach the content and how well they address students behavior. Positive (well managed) classroom environment is consistent with expectation (better performance). It then implies that classroom management involve two aspects, instructional management and behavioral management.

Student's behavior, if not well managed, it can affect instructions, learning and performance. In his own observation Walker (2009) noted that the best teachers don't simply teach content, they teach people. A well-managed classroom that

enhances effective teaching and learning shore-up student's academic performance (Moore, 2008), assessed two hundred and seventy students and nineteen grammar school teachers and concluded that the findings of his research study suggest that relationship exist between some classroom management strategies and higher student's performance scores in diverse elementary setting.

Academic performance is a concept used to qualify the observable manifestation of knowledge, skill, understanding and ideas. It is the application of a learned product that at the end of the process provided mastery of the subject. It is the measured ability and achievement level of a learner in a school, subject or a particular skill. According to Fadipe (2000), academic performance takes into cognizance both quality and quantity of internal and external results accomplished.

Academic Performance also indicates how relevant and competent the graduates are in meeting the societal needs and aspiration. The academic acquisition of a particular grade in examination indicates candidate's ability and mastery of the content and skill in applying learned knowledge to a particular situation. A student's success is generally judged on examination performance, that is, success is a crucial indicator that a student has benefited from a course of study. To this end, the success of any educational system depends largely on the effectiveness of classroom management.

2.1.6 Discipline and Academic Performance of the Students

Webeter's New encyclopedic dictionary define discipline among others as a training that corrects, mold or perfects the mental faculties or moral character. It is a control gained by enforcing obedience or order. Discipline, according to

Galabawa, (2001) is an activity of subjecting someone to a code of behavior, that there is wide spread agreement that an orderly atmosphere is necessary in school for effective teaching and learning to take place. Discipline involves the preparation of an individual to be a complete and efficient member of a community; and a disciplined member of a community is one that knows his/her rights and obligation to the community. That is, the individual must be trained to have self- control, respect, obedience and good manners.

Okumbe (1998) identity two types of disciplines, Positive and negatives discipline. The positive discipline also known as self- discipline comes from the aim and desires that are within the person, where there is no element of fear. Okumbe (1998) connects positive discipline with preventive discipline, providing gratification in order to remain committed to a set of values and control individual responsibility in the management of time, respect for school property, school rules and authority and good relation between students and teacher.

Punishment in schools are considered as a disciplinary measure and therefore used as a means to maintain good discipline, referring to conformity and order in schools. Punishment as a social institution is intended to control, correct or bring into desired line, the individual or group of individuals behavior. In line with this opinion, Okumbe (1998), said punishment in school is meant to instill discipline and is meted on students who violates the school rules and regulations and that it is administered to bring about the desired change in behavior and improve school discipline if commensurate with the offence committed.

Viewing from the angle of accountability, Cotton (2006) opined that punishment in the school system are expected to teach students accountability for their mistakes, that is, to teach them the relationship between their behaviors and the outcome. However, Omari (2006) argued that punishment does not teach the correct behavior, that it destroys even the opportunity to demonstrate the

acceptable behavior. He asserts that from the age of eighteen years onwards, there is a growing opposition to any use of physical force in disciplining the individual.

This argument brings us to the negative form of discipline which according to Okumber

(1998) occurs when our individual is force to obey orders blindly or without reasoning. In which, he continued, the individual may pretend to do the right thing or behave well when the superiors are present but turned the other way round when his/her superiors are absent. He illustrated his argument with a situation where a student may behave well when the teacher is present but resort to mischief as soon as the teacher is out sight.

This discipline, the positive discipline, also referred to as self-discipline, boost academic achievement. Time management not only an element of discipline but an indicator of self - discipline is an essential ingredient in goal attainment, academic outcome inclusive. In their view, Eilam and Aharon (2003) stressed that time management can be viewed as a way of monitoring and regulating self as regards the performance of multiple tasks within a certain time period and, therefore, for a better academic outcome, the students' self -attitude and participation is required as a principle of time management practice. Success can only be achieved when students discipline themselves and show a good management of time. Kelly (2004) expresses similar view and argued that efficient use of time on the part of the students and school administrators directly associated with increased academic performance.

However, some disciplinary actions are counter academic achievement. Canter, (2006) argues that although discipline is one of the most common problems for teachers, some punishment such as corporal punishment should not be used because no evidence suggests that they have produced better result academically, morally or that it improves school discipline.

Corporal punishment may instill fear in the mind of the student or it may lead to physical injury if not well administered by the teacher. Both situations may lead to absconding or absence from school and consequently reducing the academic performance of the student. Hence, it is important that teachers need always realize the appropriateness of a punishment before meting out on the student. It is important to ensure that the best behavior and conditions are established, inculcated and maintained for effective learning to take place in our secondary schools. This could be achieved through the teacher's effective classroom management and advanced planning by the school administrator and the teacher. Effective teaching and learning is correlated with higher academic outcome and this is better achieved in a disciplined school environment in which the student and teachers know that they are on the same side working together to achieve higher academic outcome.

2.1.7 Effective Teaching and Academic Performance of the Students

Teaching is an art and the quality of teaching depends on the love, dedication, devotion, training and the experience of the teacher towards the subject of knowledge. It is he who plans, organizes, designs, directs, motivates and inspires others to learn, using standard teaching techniques to impart knowledge (Okolocha&Onyeneke, 2003). Teaching involves human resource development for individual and economic growth, done systematically by professionals who have acquired some skills and knowledge through training and or experience. In Akinmusire (2012) opinion, to make desirable impact, teaching must aim at total development of the individual, that is, to enhance intellectual capabilities, developmental and cognitive intellectuality, foster psychosocial skills and draw out neuro-physical talent of the learners.

These facts obviously show that teaching is very important hence schools

give high priority to developing effective teaching and solving teaching challenges. According to Okolie (2014), effective teaching may include high level of creativity in analyzing, synthesizing and presenting knowledge in new and effective ways. He continued that, it should instill in the learners the ability to be analytical, intellectually curious, culturally aware, employable and capable of leadership.

Omoifo and Urevbu (2007) expressed similar opinion and said, effective teaching implies the use of clearly formulated objectives by the teacher, illustrated instruction that will enable students to acquire desired knowledge content, apply the knowledge to classroom and other related problem, think and take independent decisions and the use of evaluation technique by the teacher.

Akomolefe (2010) established some of the characteristics of effective teaching, they include: attention on students achievement, quality teaching responsive to students learning process, effective and efficient learning opportunities, pedagogical practices that create cohesive learning community, feedback on students task engagement amongst others. Teaching will be said to be effective when it impacted upon the character of the learner, leading to transformation of the learner. Holding similar view, Adegbile (2008) said the object of effective teaching includes assisting learners to conceptualize ideas, process thoughts and develop their potentials, contribute to thinking and creativity in the subject, nurture and sustain student, suit the circumstances of teaching and learning and suit the individual teachers' ability and interest. He also describe an effective teacher as efficient, reliable and courteously equipped with professionalism, creative in imagination, busting ingenuity and depth of experience necessary for optimal performance and Machievement of goal.

An effective teacher is able to utilize appropriate technique to gain and maintain the attention of students. He is able to show requisite pedagogical insight

and professional qualities and use same to direct the teaching and learning process to the point of achieving stated educational objective. It is not possible to guarantee a meaningful academic outcome without effective teachers to translate the laudable academic curriculum into practice in the classroom.

Teachers obviously are the hub of the educational system. According to Okolocha, and Onyeneke, (2013), teachers are the most important factor in students learning next to students themselves.

Still stressing on teachers effectiveness, Okolocha and Onyeneke (2013) said the importance of teachers, the application of pedagogical knowledge into classroom oriented plan of action constitute the most essential fabric upon which the success of the school, its administration and the entire education system rest. Similarly, Ademola (2007) opined that an educational system with low quality teachers will produce students with poor inspiration and aspiration. Such students he said, will not grasp enough of the subject matter and cannot learn with ambition.

Babalola (2009) posited that experience in Nigeria has revealed that students' academic achievement in secondary schools largely depend on the competence and dedication of the teacher who has a significant role to play in the reshaping of the creative potentials and ability of students.

From these facts, it becomes clear that students' academic performance is to a great extent dependent on the effectiveness of the teacher. According to Afe (2001), teachers have been shown to have important influence on students' academic achievement and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with students.

Although, teachers strong effect would significantly influence students' academic achievement, other intervening variables such as socio economic background,

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family support, intellectual aptitude of student, personality of students, self-confidence and previous instructional quality have been found to also influence students examination score either positively or negatively (Starr, 2002).Even though, students' academic score are not the only predictors of teachers effectiveness but students, administrators, colleagues and teachers self -evaluation has been used to evaluate teachers' effectiveness. Barnett (2003), Imhanlahini and Aguele, (2006) indicated that studies have shown that students rating are valuable indicators of teachers effectiveness. As indicated by Barnett (2003) above, several studies including: Adu and Olatundun (2007) Adeliwura and Tayo (2007) Schecter and Thum (2004) Starr (2002) Lockhead and Knomenan, (1998) and others have been conducted on the influence of teachers teaching on the learning outcome of students as measured by students' academic performance and the studies suggested that effective teaching is a significant predictor of students' academic achievement.

Therefore, effective teachers should produce students of higher academic performance. The literature reviewed indicates that effective teachers positively influence the academic achievement of students. However, students related factors were also identified as being capable of influencing students' academic performance positively or negatively.

2.1.9 Consideration of All Variables in the Research Topic and Other Issues

Interventionist Classroom Management

Managers of this approach seek to manage the classroom by intervening to shape student behavior with consequences. Key figures that make unequal contribution to this approach include Skinner, Bandura, Dreeikurus and Canter. Skinners behavior management beliefs focused on consequences for behavior. Skinner

believed that behvaiour is shaped by the consequences that follow an individual's action. According to him reinforcements can increase desired behavior or decrease unwanted behaviours. Types of reinforcement could be social, graphic, tangible or an activity

(Andrew 1998). In his book, Skinner said everything we know about operant conditioning is relevant to making behaviuor more or less likely to occur upon a given occasion that is the traditional field of reward and punishment.

Operant conditioning of behavior is a process of behavior modification in which the likelihood of a specific behavior is increased or decreased through positive or negative reinforcement each time the behavior is exhibited, so that the subject comes to associate the pleasure or displeasure of the reinforcement with the behavior. What Skinner (1975) implied is that, a teacher can control the classroom environment through instantaneous reinforcement. This reinforcement can come in positive (special opportunities, celebrations, candy) or negative, (loss of opportunities, office referals, in school suspension, out of school suspension), forms to create an environment where each student work productively. Skinner believes that the student's behavior can be shaped by consequences.

Albert Bandura developed the social learning theory (Bandura, 1993). Based on the fact that the classroom has more than one student learning at a time. He extended the behaviourist concept of learning from consequences to include learning by observing the consequences of the behaviours of others.

Albert Bandura's social learning theory is built around the view that people learn appropriate and inappropriate behaviours from each other. Bandura thought that students learn through their perceptions and imitations of certain behvaiours demonstrated by parents, teachers or other students. Bandura believed that as behaviours exhibited, each person would emulate one another, (Bandura 1993). According to Bandura's (1993) social learning theory, people acquire self-

efficiency which allows them to possess self-control of their thoughts, actions inspiration, drive and feeling throughout various levels of life. He characterized self-efficiency as the beliefs in one's capability to organize and execute the courses of action required to manage prospective situations (Bandura, 1993). The theory also emphasizes the importance of student perception in the learning process with an emphasis in the idea that people frequently acquire knowledge, rules, skills, strategies, beliefs and attitudes by watching others (Bandura, 1993).

Bandura believed that self-efficacy convinced the choices people make because a person's experience and learning from others are the fundamental through which a person reveals his/her behavior (Bandura, 1993). Unless people believe they can produce desired results and forestall detrimental ones by their actions, they have little incentive to act or to persevere in the face of difficulties. Bandura (1993) shows how interaction between thought, influence and action work together with one's personal behavior and uniqueness along with the surrounding environment to make people both product and producers in the environment. This theory has a very important implication for classroom management. It is important for the classroom. It showed how students can learn from the consequences of others.

The interventionist classroom management approach is reactive in nature. They all faster methods to intervene with perceived consequences for student actions which may help others learn by observation (Bandura, 1993). Further, logical consequences can be as powerful as reward and punishments (Dreikurs 1991) and interventionist can be assertive (Canter & Canter, 1992).As good as it may be, the interventionist classroom management approach is not without limitations. For instance, interventionists are, in general, reactive rather than proactive. Students' behavior drives the classroom and the teacher can become full time disciplinarian rather than a teacher. Once a teacher gets caught in the reactive mode, a classroom problem seems multiplied (Churchward, 2009).

2.1.10 Noninterventionist Classroom Management

Non-interventionist (Proactive) classroom management is geared towards planning ahead to stop any behavioural issues before they occur in the classroom. It is a more constructive strategy and could lead to positive behaviour and the development of self-discipline, thus the learners moral behaviour (Erasmus, 2009). The non-interventionist may post rules, discuss the correct ways to act in the classroom and praise good behvaiour. Some of the pioneer proponents of the noninterventionist (Proactive) theory are: Rogers, Kounin and Wong.

2.1.11 Jacob Kounin's Non Intervention Theory

Jacob Kounin contributed the "ripple effect of discipline" to noninterventionist classroom management. Kounin, with the assistance of Paul Gump and James Ryan carried out a research study over the course of five years to determine how a teacher method of handling the misbehavior of one child influences other children who were audience to the event but not themselves target (Kounin, 1970). After watching thousands of hours of videotapes, they were able to discover that a teacher's classroom management style affected students' behavior. They identified different techniques associated with effective teachers such as, demonstrating to the student the teacher is aware of everything happening in the classroom, ability to deal with multiple situation at one time and dealing with small behaviours immediately (Kounin, 1970).

Harry Wong and his wife, Rosemary Wong listed four characteristics of a well-managed classroom viz: Students are involved with their work, particularly with academic; students always know what is expected of them and they tend to be successful. There is very little time off task such as wasted, disruption etc. and the classroom environment is work oriented along with being pleasant and relaxed.

(Wong & Wong, 1998).Wong and Wong recommend that teachers establish procedure and teach them to student using a three-step approach. They believed that being effective means the teacher has an assignment going on the minute the students enter the classroom. Harry Wongs beliefs about the classroom are focused more on curriculum (White, 2006).

Wongs philosophy is not one for play in the learning environment. It aimed at the student working and producing at all times. Wong opine that teachers should explain all classroom rules, procedures and consequences to students (Wong & Wong 1998). Wong believes in teachers readiness meeting student's seating plans and immediate feedback, a belief based on the three import student behavior; discipline, procedures and readiness.

Wong and Wong (1998) recommended that all educators make the appropriate change to their classroom management method in order to meet the individual needs of each classroom.

Wong belief that efficient classroom management generates an environment that is safe and productive learning environment for all stakeholders. On the whole, unlike the interventionist, the noninterventionist classroom management focuses on proactive approach.

2.1.12 The Integrationist Classroom Management

Similar to that offered by Glasser (1997a), Rither and Hancock (2007) define the interactionist as believing students learn from interacting with peers in their environments. Interactionist classroom management style is a combination of noninterventionist and interventionist styles. Glasser William was the major proponent of this management technique (Glasser, 1997a). Beliefs were based on his two theories. Reality theory and choice theory. In reality theory, Glasser beliefs that misbehavior can be redirected by tackling it from logical

consequences such as individual improvement plans for students, teachers/student conferences and providing ways for student to evaluate their own behavior. While the choice theory allows opportunities for students and teachers understand each other individual behavioural differences changes and accommodation are made in the classroom once the teacher recognizes how the students would like to be treated.

Based on Glassers reality and choice theories, insight in changing misbehavior by means of logical consequences and conditioning would assist classroom management techniques use in the classroom setting. Choice theory teaches that we are all driven by four psychological needs embedded in our genes. They are: the need to belong, the need for power, the need for freedom and the need for fun (Glasser, 1997). Choice theory mainly present chances for teachers and students to recognize the individual behavioral differences of others. Modification and adjustment occur in the classroom when the teacher realize and understand how the student desire to be treated for the student to flow with the teacher. When teachers and students exhibit optimistic attitudes, classroom management becomes easier.

The concept of choice theory is now being used by both the behavioural and instructional management technique as a strategy for classroom management. He believe that interactionist classroom management is superior to interventionist or noninterventionist approaches to classroom management and can be trained in teachers. On the whole, interventionists are generally reactive in providing consequences for student behavior, while noninterventionists are generally proactive in providing learning environment that by pass negative student behaviours and the interactionists manage their classroom with a combination of interventionist approaches. Each of these approaches promises superior student outcomes.

2.2 CONCEPTUAL REVIEW

Classroom management and control is one of the major element of teaching, learning process which are geared towards attainment of specific goals. Their goals can only be accomplished, if the teacher tries to put in place appropriate methods or strategies and good manage skill. The expected results from effective lesson note or lesson plan and controls of pupils what may be expected from this kind of teaching and learning experience is only disorder and indiscipline in class.

For us to adequately find meaning to the concept come to mind. The first is class room and second management. The classroom could be seen as a school environment which accommodates teachers, pupils, instructional materials and infrastructure facilities which enable teaching learning experience or problems to take place.

Abuya (2003) cited from Dalton (2002) see management as the organization through systematic coordinated and cooperative human efforts. Management involves the utilization available resources in the accomplishment of the state objective of an organization to make resource productive in order that the organization may achieve its goals.

Kenzeuish (2004) it involves the process or ability to direct and control the action of other four achievement of common goals.

Omoregie (2004) noted that one of the most disturbing aspects of current pupils `insubordination was the addition of prefects and other pupils to be brutal against the junior ones, some senior pupils have decided that most sadistic punishment will be giving to the young and weaker pupils. He went further to say that in past, new pupil on entrance to secondary schools receive a warm favorable reception from seniors in hostels, who after them their genuing kindness and

sincere fraternal love, but to day new comers are subjected to horrible initiation of ordered such as facing and other forms of human treatment tagged in some schools.

One of the most interesting research notes on class room control and management in discipline in the recent study by Robert Ojo Byrue 2005. He said that before a teacher can hope for success in this higher aims he must have many things to do and learn. Before he can make a good goal

Here are some points which will help in keeping the class under control and also make the best use of time at his disposal

1. A good teacher is never noisy everyone knows that a noisy teacher makes a noisy and unruly class. A good teacher who always speaks quietly and decently and never shouts at the pupils in class when teaching is going on. Will find out that they also speak out quietly without being conscious of it.

2. A good teacher does not remain always seat at his desk when teaching but moves around the class room during written work

3. A good teacher makes few and positive rules. A good deal of thought should be given to the making of the rules and regulation once made and they should be kept at all time

From definition of this concept teachers is seen as a classroom administrator in the sense that while executing his daily or routines activities he is involved in the processes include planning organizing, staffing (placement of pupils into the appropriates class) directing leading and controlling. Therefore education administration upon which class room management and controlling. Therefore education administration upon which classroom management and control is drawn could be seen as a processes of planning organizing, leading, coordinating and controlling human effects within education organization and programmes

available in education for achievement of education goals

Nwankwo (2003) opined that the educational administration is the systematic arrangement of human material resources and programmes that are available for education and carefully using them systematically within the guide line or polices to achieve educational goals

Iyewarum (2004) state that learning is greatly influence by classroom emotional climate and teachers ability to manage instruction therefore class room management which occurs in the classroom to ensure a conducive learning and teaching environment

It emphasis discipline and order lines among teachers and pupils to achieve planned educational goals the classroom is a center dynamic system of interaction so teacher should be able to create enabling environment motivate of pupils which will make them productive

Turner (2005) is of the view that the limit of the teacher's authority in classroom in largely a product of his personal power of which are four main aspects.

- Intellectual power

- Ability to obtain people

- Ability to organize pupils activities

- Ability to obtain council of situations

- There stress that a teacher should be able to posses these abilities during teaching and learning experience with educational resource available the accomplishment of planned objectives

Banjo 2004 says that classroom management in armed at regular things is social behaviour of pupils using positive reinforcement or applying punishment a

remedial countermeasure. Equally, Adeyemi (2005) defined classroom as a large variety of straight forward activities such clerical duties ordering maintaining distributing classroom materials and routine custodial caring for pupil's behaviour

According to Looniz (2005) and Ress (2004) the concept of classroom management the control is seen as the action intended to create favorable condition that will facilitate instruction. This focuses on going understandable direction or request to follow certain procedure or desists from destructive social behaviour.

Nwachukwu (2005) revealed that the root of class room management is the effort to create favorable class room ecology or to maintain a good social climate and promotion of classroom moral where teaching keep go unhampered

Cheers and Carter (2006) contended that there are basis teachers quality which contributes significantly to effective classroom management

- Ability to influence pupils to learn

- Skill in communication

- Ability to direct learning

- Personal adjustment attitude and behave about the native of children.

In their view a perspective teacher need to be knowledgeable about the conditions under whoich it is behaves that pupils acquire new behaviour to their daily lives

Donmoye (2005) and Farman (2006) stressed that an attempt to control a tendency toward violence careful management of the classroom is important; as a result several factors should be taken into consideration

I.   class suspension and due process

II. quality of opportunities in the classroom

III. rules and teacher consistency

IV. human right of the pupils

Similarly Donmoye (2005) argued that the human right of the pupils is in the classroom that the classroom teachers are sole authority appointed to manage the classroom for the learning achievement of pupils. Therefore it must be organized by the teacher that pupils under his care have the same right as citizens here the public selecting themselves give up the right under teaching and learning process

Formout (2007) pointed out that authority is an essential criterion in effective classroom management. He argued that without authority any management is bound to break down so every head of school or headmaster, must command authority in his school and every teacher must posses it in his classroom the educational law here is that teacher is advice not to reduce their dignity and authority through involvement in argument and physical combat with pupils or either inside or outside the classroom

Kounin (2007) observe that the management of behaviour in the classroom is a function of the techniques of achieving effective physical environment and good social climate by the classroom teacher, but from another angle.

2.3 EMPIRICAL REVIEW

2.3.1 ENSURING EFFECTIVE CLASSROOM MANAGEMENT

Effective classroom management brings satisfaction among teacher and pupils at the end of teaching and learning process. Therefore pupils must be trained to control themselves and see that actions affect others.

According to Taiwo (2008) at cited by Osunde and Bell Gam (2004)

highlighted essential factors to effective classroom management and control

     I.   prevention of all problems

     II.   pupils should be allow to act in normal and natural way

     III. helping to developed self control

     IV. teacher should maintain dignity and fairness

     V.   learning pupils name

     VI. give attention to lighting ventilation and space management

     VII.   teacher must take into consideration individual differences

     VIII.   teacher should provide democratic classroom organization and procedure

     IX. the teacher get prepared adequately further daily activities

     X.   teacher should develop self confidence and control

2.4 Appraisal of Literature

2.4.1 Problems Associated with Class Room Management

The major facts that problems are disorder happened in the classroom is because teacher and pupils operate in the artificial place. Pupils from various cultural background are brought together are made to learn by specified method. Within countries of a single room, therefore, from such unnatural environment anything can go wrong.

Haslam (2007) explained that the problem of classroom control and

management in as school has more disciplinary trouble inside the classroom which arises because the pupils are not interested or have little with which to occupied themselves.

However the following problems associated with class room management are supported below among other intension and the rest restlessness. This form of problems may occur as a result of attraction or disturbance outside the classroom which will bring disorder in the classroom, pupils who are physically or mentally tired may equally react negatively pupils will also appear inattentive of lesson attempt to boring or interesting

2.2.2 NOISE

this may not be seen as the often negative during teaching and learning experience since noise may occur in the performance of certain activities only be termed bad when the noise becomes distracting with reduction in efficiency

2.2.3 UNEXPECTED EVENTS

There are forms of interruption that may occur in the classroom during learning and sometimes the teacher knows them examples these include the following

I. unexpected visitors to the school may call the teacher from the classroom

II. the teacher to collect may send pupils out of the class, some instructional materials which he has forgotten in staff room

Pupils sent either by the head teachers or the teacher to make announcement in various classroom often cause form of distraction.

2.2.4 INDISCIPLINE

Indiscipline is an essential element to effective class room management and control, its ensure that the teacher and pupils carryout role and instructions so that educational objectives are attained, this form of indiscipline can observed among pupils

I. all kinds of pushing and bad behaviour during the demonstration of instructional materials

II. pupils who struggle to enter or leave classroom at once instead of one data time

III. rushed by pupils for equipment which may be inadequate during practice

CHAPTER THREE

3.0   **Research Method and Procedure**

This chapter will be discussed under the following sub-headings;

➢   Research design

➢   Population of the study

➢   Sample and sampling techniques

➢   Research instrument

➢   Validity of instrument

➢   Method of data collection

➢   Method of data analysis

3.1   Research Design

This study employed the correlation design to The problems of classroom management and control in school pupils in some selected primary schools in Ijebu OdeLocal Government Area of Ogun State.

3.2   Population of the Study

The population of this study comprised five primary school in Ijebu Ode Local Government Area of Ogun State. While one hundred and twenty questionnaires will be distribute among the selected school i.e twenty questionnaires per each school

3.3   Sample and Sampling Techniques

Five secondary schools were randomly sampled from the population. The selected public schools for the study include;

 i   St Paul Primary School.

Ii.   First African Primary School

Iii.   Ebenezer Primary School

Iv.   Parako Primary School

V.   St Michael Primary School

3.4   Research Instrument

The research instrument for data collection was a questionnaire titled 'the effect of teaching facilities on learners performance in social studies in some selected primary schools in Ijebu Ode LGA of Ogun State'. The constructed research questionnaire has two main parts; section A and B measures the personal data of the respondents such as name of school, gender, class etc. while section B contain twenty (20) items which were structured to elicit information on 'problems of classroom management and control in primary schools in Ijebu Ode LGA of Ogun State'.

The questionnaire has four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD)

SA   =   4

A   =   3

D   =   2

S   =   1

3.5   Validity of Instrument

The constructed questionnaire for the study was presented to the project supervisor to confirm for content validity. Necessary corrections were made and after which it was re-written before it was fully approved.

3.6   Method of Data Collection

The data were obtained by means of the structured questionnaire. The

schools used as samples for the study were visited by the researcher. The researcher took permission from head teacher of the schools and the head teacher directed her to teachers to assist the researcher in administering the questionnaire to the pupils. The researcher explained the purpose of the questionnaire to the pupils and made them to understand that the information given will not be used against them, but will be treated as confidential.

3.7   Method of Date Analysis

In analyzing the data collected for the study the Chi-square (x^2) formula was used to test the hypotheses and the formula is presented as thus;

$$X^2 = \frac{\Sigma \ (0\text{-E})^2}{E}$$

Where X2 = chi Square

Σ = Sum of formula

0 = Observed variables

E = Expected Variables

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF RESULTS

This chapter deals with data analysis and presentation of the results. The interpretation as follows a systematic order data will be organized and simple percentage will be used with the help of tables for interpretation of results

QUESTION 1

Does classroom management and control help pupils to have good behaviour?

TABLE 1

ITEM	NO OF RESPONDENTS	PERCENTAGE
YES	95	95%
NO	5	5%
TOTAL	**100**	**100%**

From the above table 95% that affirm that have good behaviour, while 5% response oppose that classroom management and control does not help pupils to behaviour therefore the finding shows that classroom management and control help pupils to have a good behaviour

QUESTION 2

Is the untrained teacher better equipped with classroom control than the trained teacher?

TABLE 2

ITEM	NO OF RESPONDENTS	PERCENTAGE

YES	35	35%
NO	65	65%
TOTAL	**100**	**100%**

From the 35% response support that the untrained teachers are better equipped with classroom control than the trained teacher, while 65% response disagreed that that untrained teacher are not better equipped with classroom control than the trained teachers therefore the finding proves that the trained teachers are better equipped with classroom control than untrained teachers.

QUESTION 3

Should discipline to a child be left alone for the class teacher?

TABLE 3

ITEM	NO OF RESPONDENTS	PERCENTAGE
YES	18	18%
NO	82	82%
TOTAL	**100**	**100%**

From the above table 18% response claim that discipline to child should be left alone for the class teachers, while 82% response oppose that discipline of a child should not be left alone for the class teacher. Therefore the finding shows that discipline to a child not be left alone for the classroom teacher

QUESTION 4

Does environment have influence in classroom management?.

TABLE 4

ITEM	NO OF RESPONDENTS	PERCENTAGE
YES	57	57%
NO	34	34%
TOTAL	**100**	**100%**

From the above table, 57% response agreed that environment have influence in classroom management and control while 34% response disagreed that environment have influence in classroom management and control therefore the finding claims that environment have influence in classroom management and control

QUESTION 5

Does personality of a teacher have effect on the pupils

TABLE 5

ITEM	NO OF RESPONDENTS	PERCENTAGE
YES	93	94%
NO	7	6%
TOTAL	**100**	**100%**

From the above table, 94% response claim what personality of a teacher has effect on pupils while 6% disagreed that the personality of a teacher has no effect on pupils. Therefore the finding claims that personality of teacher has effect on pupils.

QUESTION 6

Does the distribution of market notebooks make the class noisy?

TABLE 6

ITEM	NO OF RESPONDENTS	PERCENTAGE
YES	93	93%
NO	7	7%
TOTAL	**100**	**100%**

From the above table 93% response and support that the distribution of marketed not books makes the class noisy while 7% response oppose that the distribution of marketed note books makes the class noisy. Therefore the findings provide that the distribution of marketed note books make the class noisy?

QUESTION 7

Do teachers seriousness to pupils good performance?

TABLE 7

ITEM	NO OF RESPONDENTS	PERCENTAGE
YES	98	98%
NO	2	2%
TOTAL	**100**	**100%**

From the above table 98% responses that, do teacher seriousness lead to pupils good performance, while 2% response disagreed that teacher seriousness do not lead to pupils good performance. Therefore the finding shows that teacher seriousness lead to pupils, goods performance

QUESTION 8

Does teacher remain seated at his seat during written work

ITEM	NO OF RESPONDENTS	PERCENTAGE
YES	38	38%
NO	62	62%
TOTAL	**100**	**100%**

From the above table 38% response agreed that teacher should remain seated at his seat during writing work, while 62% disagreed hat teacher must not remain seated at his seat during writing work

QUESTION 9

Does discussion of teachers in class during written work distract pupils attention?

ITEM	NO OF RESPONDENTS	PERCENTAGE
YES	25	25%
NO	75	75%
TOTAL	**100**	**100%**

From the above table 75% response claim that discussion of teachers in class during written work distract pupils attention while 25% response oppose the discussion of teacher in class during written work does not distract pupils attention therefore discussion of teachers in class during written work distract pupils attention

QUESTION 10

Does self discipline rarely acquired from people?

ITEM	NO OF RESPONDENTS	PERCENTAGE
YES	88	88%
NO	12	12%
TOTAL	**100**	**100%**

From the above table 88% response affirm that self discipline rarely acquired from pupil, while 12% response disagreed that self discipline is rarely acquired from pupil. Therefore the finding shows that self discipline rarely acquired from pupil.

QUESTION 11

Is it good for teacher to sell in the class room?

ITEM	NO OF RESPONDENTS	PERCENTAGE
YES	20	20%
NO	80	80%
TOTAL	**100**	**100%**

From the above table 20% response disagreed that is not good for a teacher to sell in the class room while 80% response disagreed that is not good for a teacher to sell in the classroom.

Therefore the findings show that is not good for a teacher to sell in the class room.

QUESTION 12

Does teacher harshness in the class make pupils?

ITEM	NO OF RESPONDENTS	PERCENTAGE
YES	25	75%
NO	75	25%
TOTAL	100	100%

From the above table 75% response affirm that teacher's harshness in class make pupils learn fast, while 25% disagreed that teacher harshness in class does not make pupils to learn fast. Therefore the finding show that teacher harshness in class make pupils to learn fats

QUESTION 13

Does lack of indiscipline makes pupils to fight in class

ITEM	NO OF RESPONDENTS	PERCENTAGE
YES	73	27%
NO	27	73%
TOTAL	100	100%

From the above table 73% response claim that lack of discipline makes pupils to fight in class, while 27% disagreed that lack of discipline does not makes pupils to fight in class, therefore the finding shows that lack of discipline makes pupils to fight in class

QUESTION 14

Marking of class work makes pupils to talk?

ITEM	NO OF RESPONDENTS	PERCENTAGE
YES	90	10%

ITEM	NO OF RESPONDENTS	PERCENTAGE
NO	10	90%
TOTAL	**100**	**100%**

From the above table 90% response claim that working of class work makes pupil to talk while 10% disagreed that marking of class work does not makes pupils to talk. Therefore making of class work makes pupils to talk

QUESTION 15

Does teacher weakness affect pupil's performance

ITEM	NO OF RESPONDENTS	PERCENTAGE
YES	41	59%
NO	59	41%
TOTAL	**100**	**100%**

From the above table 41% disagreed that teachers weakness affects pupils performance while 59% response claim that teacher weakness affect pupil performance, therefore teacher weakness affect pupil performance

QUESTION 16

Does an inadequate teaching aid lead to fail in class room management?

ITEM	NO OF RESPONDENTS	PERCENTAGE
YES	1	99%
NO	99	1%
TOTAL	**100**	**100%**

From the above table 99% response claim that inadequate teaching aids lead to fail in class room management, while 1% response disagreed that inadequate teaching aids lead to fail in class in class room management. Therefore for inadequate teaching aids lead to fail in classroom management

QUESTION 17

Does marking of class work made class noisy

ITEM	NO OF RESPONDENTS	PERCENTAGE
YES	15	15%
NO	85	85%
TOTAL	**100**	**100%**

From the above table 15% response disagreed that marking of class work made class noisy while 85% response to claim that making of class work made class noisy. Therefore making of class work made class noisy

QUESTION 18

The trained teachers are better than the untrained teachers

ITEM	NO OF RESPONDENTS	PERCENTAGE
YES	70	30%
NO	30	70%
TOTAL	**100**	**100%**

From the above table 30% responses disagreed that the trained teacher are than the untrained teacher. While 70% response agreed that he trained teacher are

better than the untrained teacher. Therefore the finding claims that the trained teachers are better than untrained teacher

QUESTION 19

Should the control of classroom be left alone for the monitors?

ITEM	NO OF RESPONDENTS	PERCENTAGE
YES	35	65%
NO	65	35%
TOTAL	**100**	**100%**

From the above table 35% response claim that should the control of class room be left alone for the monitors. While 65% response disagreed that the control of class room cannot be left alone for the monitors

Therefore the control of classroom cannot be left alone for the monitors

QUESTION 20

Is it good for teachers to use one method to teach all pupils?

ITEM	NO OF RESPONDENTS	PERCENTAGE
YES	8	92%
NO	92	8%
TOTAL	**100**	**100%**

The above table 8% responds claim that is good for teacher to use one method to teach all subjects While 92% response disagreed that is not good for teacher to use one method to teach all the subjects. Therefore is not good for teacher to use one method to teach all subjects.

CHAPTER FIVE

SUMMARY, RECOMMENDATION AND CONCLUSION

This chapter deals with summary of research findings recommendation

5.1 SUMMARY

The objective of this study is to identify the problems associated with classroom management and control in Ijebu Ode Local Government Area of Ogun State.

During the course of study it ways observed that during teaching and learning process discipline is very important in he classroom management and control

5.2 FINDINGS

The research findings highlighted the problem associated with the class room management and control in some selected secondary school.

For adequate solution to the problem to study the questionnaire are distributed to respondents in order to analyzed their response as it affects teaching and learning process

The study was conducted through these factors

I.   does classroom management and controlled help pupils have good behaviour

II.   is the untrained teacher better equipped with classroom control than trained teachers

III.   should discipline of a child left alone foe the classroom teacher

IV.   does personality of the teacher has effect on the pupils

V. does inadequate teaching aids leads to fall in class room management

VI. isn't good for teacher to ask questions when teaching

VII. does teacher remain seated at his seat make pupils to learn fast

VIII. does teacher harshness in class makes pupils to learn fast

IX. does discipline of teacher in class during written work distract pupils attention

5.3 RECOMMENDATION

From the research findings the following recommendation will be of benefit to government toward improvement of classroom management and control in secondary schools

Therefore the following recommendation are suggested for the proper classroom management and control among others

I. teacher should encourage pupils rather than criticizing them

II. teacher should act as a leader not as boss

III. the schools need guidance counselors to advice the pupils and teachers on vital issues affecting them

IV. parents should take more interest in children's welfare and provide good citizen

V. the government must ensure the continuous engagement of qualified staff

VI. government should ensure that adequate facilities and instruments materials available in schools

VII. state ministry of education and head masters should

conduct regular inspection and supervision ti the effect proper classroom management and control

5.4 CONCLUSION

The importance of classroom management and control and learning process cannot be over emphasized

These are some importance of classroom management and control

1. to ensure efficiency in the teaching method that is used

2. to ensure adequate discipline and control among pupils

3. to help a teacher manage his or her own classroom effectively.

The effectiveness of classroom management

1. it help pupils to develop self control

2. it gives attention to highlight ventilation and space management

3. it help teacher to develop self control and confidence

4. it helps teacher to get prepared for the daily activities

Therefore the above recommendation must be pursued consistent achieve in order to stated in structural activities.

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QUESTIONAIRE

PUPIL QUESTIONAIRE

This questionnaire is intended obtained information in favour of the problem of class room management and control in some selected secondary school in Ijebu Ode local government area of Ogun state

INSTRUCTION

Tick (v) in the appropriate space in alternatives provided either Yes or No

SECTION A BIO DATA

SEX: male ( ) female ( )

AGE: 10-12 ( ) 14 and above ( )

RELIGION: Christian ( ) Muslim ( ) Pagan ( )

SECTION B

1. Does class room management and control help pupil to have good behaviour? Yes ( ) No ( )

2. Is the untrained teacher better equipped with classroom control than the trained teacher? Yes ( ) No ( )

3. Should discipline to a child be left alone for the class teacher? Yes ( ) No ( )

4. Does environment have influence in classroom management and control? Yes ( ) No ( )

5. Does personality of the teacher has effect on the pupil? Yes ( ) No ( )

6. Is the distribution of marketed notebooks make the class noisy? Yes ( ) No ( )

7. Does teacher seriousness lead to pupils good performance? Yes ( ) No ( )

8. Does teacher remain seated at his seat during written work? Yes ( ) No ( )

9. Does discussion of teachers in the class during written work distract pupils attention? Yes ( ) No ( )

10. Does self discipline rarely acquired from pupils? Yes ( ) No ( )

11. Does it good foe a teacher to sell in the class room? Yes ( ) No ( )

12. Does teacher harshness in class make pupil learn fast? Yes ( ) No ( )

13. Does lack of discipline make pupil to fight in class? Yes ( ) No ( )

14. Marking of class work makes pupil to talk? Yes ( ) No ( )

15. Does teacher weakness affect pupil performance? Yes ( ) No ( )

16. Does inadequate teaching aids leads to fail in classroom management? Yes ( ) No ( )

17. Does marking of class register makes class noisy? Yes ( ) No ( )

18. The trained teacher is better than the untrained teacher in teaching? Yes ( ) No ( )

19. Should the control of classroom be left alone for the monitor? Yes ( ) no ( )

20. Is it good for teacher to use one method to teach all pupils? Yes ( ) No ( )