

CHAPTER ONE

INTRODUCTION

Background to the Study

The ability to manage, lead and supervise students during the learning process has been shown to be an indispensable component of effective teaching and learning, especially in Nigeria where the challenge of overcrowded classrooms hinder effective teacher instruction in the classroom. For the classroom to serve its purpose, the teacher must be able to establish orderliness. This requires the teacher to have adequate knowledge, attitude and skills necessary to achieve the set objectives. The teacher must be able to establish rapport with the students and involve students in the processes of establishing ground rules of behavior. Teachers should be accountable for their actions, manage transitions during instruction, and motivate students to maximize time-on-task, supervise students in learning activities and deal with students' misbehaviour effectively.

Classrooms occupy important position in the structure and infrastructural facilities of schools. In the classroom, teachers and students interact for the purpose of transmitting and acquiring knowledge respectively. Classroom teaching is a complex task in a complex environment and the classroom is the immediate place for formal knowledge acquisition. It is made up of the teacher, the learners, learning equipment and the environment and must possess the critical characteristics of security, open communication, mutual liking, shared goals and connectedness. In other words, it is a shelter for both teachers and students so as to engage in educational activities. In the classroom, the teacher is seen as the facilitating figure that oversees learning.

Classroom is a mini-society that needs certain regulations, rules and checks to present and promote effective teaching. This implies that emphasis must be on controlling classroom

situations. Controlling involves the setting of standards, which provides the basis for comparing rightly that the teachers have the biggest influence on how well students behave in a classroom. The task of effective classroom management is probably the most difficult aspects of a teacher's duty. Verstrate (2011) opined that classroom management is not simply to teach curriculum content but to guide, direct and empower students to govern their own behaviour so that their lives within a social setting can be an enjoyable and productive one. Teachers who are interested in fostering and promoting effective classroom learning cannot ignore classroom behaviour of their students. They work towards ensuring that learners acquire important habits that would help them cope with learning events.

Classroom management is a significant part of effective teaching-learning process. With effective classroom management, students flourish in positive class climate and environment. From a student's perspective, effective classroom management provides them the opportunities to socialize while learning. From a teacher's perspective, effective classroom management involves precautionary discipline and fruitful teaching. Okoli (2008) stated that the physical environment of the classroom and seating arrangement are interrelated and must be managed simultaneously. Classroom management is the process of organizing and conducting the business of the classroom. Many see classroom management as the preservation of order through the teacher but it means is much more than that. It also involves the establishment and maintenance of proper classroom environment so that educational goals can be accomplished (Savage & Savage, 2010).

Classroom management techniques are the methods used by teachers in ensuring that classroom lessons run smoothly despite disruptive behaviour by students. According to Umoren (2010), the concept of classroom management is broader than the notion of student control and discipline. It includes all the things teachers must do in the classroom to foster

students' academic involvement and cooperation in classroom activities, such as variations of teaching methods, additional instructional aids, giving proper attention to students' problems, creating conducive learning environment among others. Classroom management involves curtailing learners' disruptive behaviours such as fighting and noise making. It also involves close observation, arrangement of classroom learning materials, and response to students who suffer from poor vision, poor hearing, poor reading habits, poor writing, poor spelling, shame, dullness, hyperactivity and poor study habits.

When classroom management is viewed in a wider and holistic sense, incorporating every element of the classroom from lesson delivery to classroom environment becomes important. This includes creating an organized and orderly classroom, establishing expectations, inducing students' cooperation in learning tasks, and dealing with the procedural demands of the classroom. This view of classroom management contrasts to a more narrow view of classroom management as it deals with just discipline and control. According to Bassey (2012), the wider view of classroom management shows increased engagement, reduction in inappropriate and disruptive behaviours, promotion of student responsibility for academic work, and improved academic performance of students. Effective academic performance occurs when students participate actively and are successful in learning activities.

Classroom management entails planning, supervising, controlling, coordinating and directing the activities of pupils in the teaching-learning process. A successful classroom management enhances students questioning and exploration only if the learning environment is conducive. Classroom management techniques as used in this study, refers to tactics adopted by teachers to ensure decorum in the classroom and thus create a healthy and conducive atmosphere for learning so as to increase the academic performance of students.

Every teacher faces a challenge when it comes to managing the classroom. The decision and actions a teacher (business studies teachers inclusive) takes in this area make the difference between peaceful productivity and complete chaos.

Business studies is one of the pre-vocational elective subjects offered at the Junior Secondary School level of the Nigerian educational system, as contained in section 5 of the National Policy of Education (FRN, 2013). It consists of shorthand, typewriting, book-keeping, commerce and office practice. The teaching of business studies at the Junior Secondary School level lay emphasis on the acquisition of practical skills, values and knowledge that would enable individuals to live meaningful lives in the society. One of the reasons for the emphasis laid on business studies is the fact that it is a skilled subject which would equip its graduates with the needed skills for gainful employment. The subject is an integral component of business education hence, they are taught by business educators at the junior secondary school levels. At the heart of the learning process in business studies are teachers in Junior Secondary Schools. The teachers are expected to be professionally trained and certified, and should be versed in pedagogical issues relating to business studies. To achieve the desired result in this regards, effective classroom management should be of utmost importance.

Academic performance is the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time. They added that these goals are measured by using continuous assessment or examinations results. Academic performance is the extent to which a student, teacher or institution has attained their short or long-term educational goals. Completion of educational benchmarks such as secondary school certificate and bachelor's degrees represent academic achievement. Academic performance is commonly measured through examinations or

continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important procedural knowledge such as skills or declarative knowledge. Scholars agree that students' academic performance is a 'net result' of their cognitive and non-cognitive attributes (Lee & Shute, 2010; Lee & Stankov, 2016) as well as the sociocultural context in which the learning process takes place.

The goals and objectives of education in secondary schools may not be achieved without a good classroom control mechanism such as teachers giving verbal instruction to students in the classrooms to know what is expected of them during the learning process, instructional supervision of the students' learning materials and behaviour in the classroom when teaching is taking place, effective punishment to control indiscipline of the students in the classroom and giving of reinforcement to students when necessary and appropriately to motivating the students which in turn helps in the overall development, and in the academic performance of the students.

Classroom management should be observed by teachers at the Junior Secondary School level for effective learning of business studies in the school to produce desirable academic performance. The researcher has observed that most classrooms in public secondary schools in Kwara State are over populated. The National Policy on Education (2004) recommended a teacher-students ratio of 1:40 for normal or regular schools. This overpopulation gives room for indiscipline acts among students and leads to poor academic performance of business studies students in Junior Secondary Schools. The ways and methods by which classes can go uninterrupted and also increase the level of academic performance of the students become a great task for the teacher. This therefore aroused the researcher's interest for the present study.

Statement of the Problem

The classroom is the heart of any educational system. No curriculum planning is complete without implementation and evaluation, both of which are mainly carried out in the classroom. Effective classroom management has been discussed extensively at educational seminars and workshops, with the aim of bringing lasting solution to the problem of students' poor academic performance encountered in secondary schools. Effective classroom management sets the stage for learning. Without it, classrooms are disorganized and chaotic, and very little academic learning can happen (Elias & Schwab, 2006).

Observations reveal that in recent times, there has been astronomical rise in class size due to increase in enrolment of students in public secondary schools in Kwara State, as against the teacher-student ratio of 1:40 recommended by the National Policy on Education (FRN 2004), which makes effective classroom management difficult for the teachers.

In most cases, indiscipline among Business Studies students in secondary schools has rendered teachers' effort at managing their classroom less effective. Besides, literature has shown that classroom management techniques can influence the academic achievement of students either negatively or positively. Teachers who use a set of classroom management strategies more than the others may be more assertive. The importance of good classroom management in the realization of the objectives of education cannot be over emphasized. Student indiscipline in Nigeria has been over time an issue of concern for educators, policy makers and the public in general, owing to the outbreak of aggressiveness among peers, violence within the schools leading to perpetual existence of drop out, deviant behaviours, examination malpractice, lateness and poor academic performance among students (Ali, Dada, Isiaka, & Salmon, 2014).

In addition, from the researcher's interaction with some students and teachers, it was discovered that the rate of indiscipline and misbehaviour among the students is on the increase, which calls for concern as teachers complain bitterly about it. On the other hand, students also complained that Business Studies is a difficult subject, broad with boring curriculum. However, teachers also complain that the academic performance of the students has not been encouraging, as many students fail in both external and internal examinations due to indiscipline and misbehaviour that interrupt in the teaching and learning process in the classroom. A perceived way out is to identify an acceptable common model of discipline which can be utilized to promote good behaviour and instill notions of responsibility in students for good performance. It is against this backdrop that this study intends to examine the perceived influence of classroom management techniques on the academic performance of Business Studies students in secondary schools in Kwara State

Purpose of the Study

The main purpose of this study was to determine the perceived influence of classroom management techniques on the academic performance of business studies students in secondary schools in Kwara State. Specifically, the study determined the extent to which:

1. verbal instructions as classroom management technique, influence academic performance of business studies students in secondary schools in Kwara State.
2. instructional supervision, as classroom management technique, influence academic performance of business studies students in secondary schools in Kwara State.
3. corporal punishment, as classroom management technique, influence academic performance of business studies students in secondary schools in Kwara State.
4. reinforcement, as classroom management technique, influence academic performance of business studies students in secondary schools in Kwara State.

Research Questions

The following research questions guide the study:

1. To what extent does verbal instructions as a classroom management technique, influence academic performance of business studies students in secondary schools in Kwara State?
2. To what extent does instructional supervision as a classroom management technique, influence academic performance of business studies students in secondary schools in Kwara State?
3. To what extent does corporal punishment as a classroom management technique, influence academic performance of business studies students in secondary schools in Kwara State?
4. To what extent does reinforcement as a classroom management technique, influence academic performance of business studies students in secondary schools in Kwara State?

Research Hypotheses

The following null hypotheses were tested at 0.5 level of significant:

- H₀₁ There is no significant difference between the mean ratings of respondents in rural and urban secondary schools regarding the extent to which verbal instructions as a classroom management technique influence the academic performance of business studies students in secondary schools in Kwara State.
- H₀₂ There is no significant difference between the mean ratings of male and female respondents regarding the extent to which instructional supervision as a classroom management technique influence the academic performance of business studies students in secondary schools in Kwara State.

- H₀₃ There is no significant difference between the mean ratings of teachers and students regarding the extent to which corporal punishment as a classroom management technique influence the academic performance of business studies students in secondary schools in Kwara State.
- H₀₄ There is no significant difference between the mean ratings of teachers and students regarding the extent to which reinforcement as a classroom management technique influence the academic performance of business studies students in secondary schools in Kwara State.

Significance of the Study

The findings of this study would be of tremendous benefit if and when publish to business studies teachers, business studies students, parents, stakeholders, school management, educational bodies, future researchers and governments. The findings would benefit business studies teachers in secondary schools on how to make use of appropriate classroom management techniques or skills that will help students develop positive attitude that will enhance their academic performance. In other words, the findings of this study are expected to equip the teacherswith new knowledge and skills in using classroom management techniques, for effective teaching of business studies.

The findings of the study would yield data that will help a number of individuals and educational stakeholders such as the Ministry of Education, researchers and business teachers to ascertain the extent to which effective classroom management techniques influence academic performance of business studies students. Likewise, educational administrators and curriculum planners can also use the results of this study to guide teachers in developing appropriate classroom management skills to improve students' academic performance. It help will also be of benefit to future researchers for their literature review and further research. It

would create awareness among school management, business teachers and parents on the importance of discipline and motivation to induce behavioural change in learners when publish.

Scope of the Study

The study covered the perceived influence of classroom management techniques on the academic performance of business studies students in secondary schools in Kwara State. The study covered public schools in Ilorin South Local Government Area of Kwara State because public schools have the highest number of students and Ilorin South Local Government has the highest number of schools in Kwara State. The study was delimited to business studies students in JSS3 of these public schools and their teachers, being the last arm of Junior Secondary Schools and they are familiar with ways their business studies teacher control the class, handle the classroom and the measures taken to handle students' misbehaviour in the classroom. The study was also delimited to the perceptions of teachers and students because they are in a better position to provide relevant information for the study.

Operational Definition of Term

The following terms used in this study are operationally defined:-

Classroom management: This is the planning, supervising, controlling and coordinating the activities of students in the classroom.

Classroom management techniques: This it is the methods used by teachers to ensure orderliness in the classroom in order to increase the academic performance of the students.

Business studies: Business studies is one of the pre-vocational subjects offered at junior secondary schools in Nigeria

Academic performance: This is the learning outcome of the students in the classroom.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature on the perceived influence of classroom management techniques on the academic performance of business studies students in secondary schools under the following sub-headings:

Theoretical Framework

Concept of Classroom Management Techniques

Business studies in Junior Secondary Schools in Nigeria

Verbal Instruction and Students' Academic Performance

Instructional Supervision and Students' Academic Performance

Corporal Punishment and Students' Academic Performance

Reinforcement and Students' Academic Performance

Reviews of Related Empirical Studies

Appraisal of Literature Review

Theoretical Framework

Theoretical framework of this study is based on behaviourist theory and assertive discipline theory

Theory of Behaviorism: B. F. Skinner (1954)

Skinner B. F is known as the Father of Operant Conditioning. He introduced a term into the Law of Effect known as "Reinforcement". Reinforcers are responses from the environment that will increase the likelihood of a behaviour being repeated. Skinner's theory states that positive reinforcement is most effective in strengthening good behaviour. The use of reinforcement principle system, behaviourist teacher believes can change behaviour by altering the consequences that follow their actions. All behaviour is maintained, changed or

shaped by the consequence of the behaviour. Skinner's work is structured around reward and punishment. Each reward and punishment serves to reinforce certain types of good or bad behaviour. In other words, people tend to repeat actions that lead to pleasure, while avoiding actions that lead to discomfort. These are referred to as conditioning, which is basically the same thing as creating a habit. To help learners develop the right habits, Skinner suggests that classroom management must be facilitated.

Skinner's theory of behavior is shaped by its systematic use of reinforcement to shape pupils' behaviour in desired directions. The teachers shape students' behaviour by first determining desired behaviours and selecting appropriate reinforcers to encourage students to repeat those desirable behaviours. Categories of reinforcers are social verbal comments, gestures, facial expressions, graphic marks (for example checks, happy faces, sticker) activity that the pupils prefer to do (for example games, extra recess, tangible and real object that pupils can earn as reward).

Skinner (1954) relied on the assumption that the best way to modify behaviour was to modify the environment. The theorist was a proponent for many instructional strategies that modern day "progressive" educational reformers advocate for: - Scaffold instruction, small units, repetition and review of instructions, and immediate feedback. Skinner did not approve of the use of punishment in schools, or as a behavioural modification technique in general. He advocated the frequent use of reinforcement (rewards) to modify and influence students' behaviour.

Skinner's work is based upon the idea that learning is a function of change in overt behaviour. According to Skinner, changes in behaviour are a result of individuals' responses to events, or stimuli that occur in their environment. When a stimulus-response (S-R) pattern is rewarded, the individual is conditioned to respond similarly in the future. The

key to Skinner's theory is reinforcement, or anything that strengthens the desired response. This can include praise, good grades, a reward or even a feeling of accomplishment. Of course, negative reinforcement occurs when a stimulus results in increased response when it is withdrawn. The central tenet of Skinner's work is that positively reinforced behaviour will reoccur. This is why information is presented in small amounts. Responses can be reinforced, and reinforcement will be applied to similar stimuli.

Skinner's work in operant conditioning has been integrated into both classroom management and instructional development. When applied to programmed instruction, the following should occur:

- a. Practice should occur in a question-answer format that exposes students to information gradually through a series of steps.
- b. The learner should each time receive immediate feedback.
- c. Good performance should be paired with secondary reinforcement like praise, prizes and good grades.
- d. Instructors should try to arrange questions by less difficult to most difficult so that the students response will always be correct, creating positive reinforcement.

There are many obvious ways that Skinner's work has been directly incorporated into modern school systems. Though rewards are utilized for good behaviour long before Skinner, many behaviour management systems utilized in today's classrooms are influenced by his theories. Teachers utilize immediate praise, feedback or rewards when seeking to change problematic students' behavior, and some even use "token economies" to reward students in a systematic way.

Skinner's theories have been implemented in school system in a variety of ways. Teachers and parents also rewarded students for good behavior long before Skinner's theories

were developed. Skinner advocated for immediate praise, feedback, and/or reward when seeking to change troublesome or encourage correct behaviour in the classroom. Teachers seeking to implement a reinforcement system in their classroom should use strategies such as “token economy” to reward students immediately for behaviors that they are reinforcing. Skinner also advocated for teacher identification of and reflection on the environmental effect on student behavior. Formalized strategies that focus on the identification of “triggers” of students’ behaviour are influenced by Skinner’s work.

Skinner believed that the goal of psychology should be practical, as it relates to education; it should be to find ways to make education enjoyable and effective for all students. Teachers strive to increase their involvement in the occurrence of appropriate behaviour through a systematic and consistent system of giving rewards and to reduce the possibility of inappropriate behaviour through punishment or penalty for misbehaviour.

Skinner’s theory of behaviourism is relevant to this study because the theory believes that if gifts or praises are given to students, it will encourage and motivate the students to learn which will increase their academic performance. It also provides a highly rational relationship with this study in the way students behave in the classroom and how teachers manage situations in of the classroom and get students to behave appropriately in the classroom, so that effective teaching and learning can take place.

This theory deals with one of the purpose of the study (reinforcement) which gives room for the second theory.

Theory of Assertive Discipline by Lee and Marlene Canter 1976

Assertive discipline is based on a combination of teacher and student rights. Theory of assertive discipline states that rules and behaviour expectations must be clearly stated and

enforced. Teachers are never to threaten students, but to promise fair consequences for improper behaviour. For this model to work, the teacher must use a firm voice and constant eye contact. This model places responsibility for bad student behaviour on the teacher. Lee and Marlene Canter's Theory of Assertive Discipline is a structured approach designed to assist educators in running an organized, teacher-in-charge classroom environment, because teachers have the right to determine what is best for pupils. Assertive teachers build positive, trusting relationships with their pupils and teach appropriate classroom behaviour. Assertive teachers listen carefully to what their pupils have to say, speak politely to them, and treat everyone fairly.

The theory involves a high level of teacher control in the class. It is also called the "take-control" approach to teaching, as teachers controls their classrooms in a firm but positive manner. The approach maintains that teachers must establish rules and directions that clearly define the limits of acceptable and unacceptable studentsbehaviour, teach these rules and directions, and ask for assistance from parents and/or administrators when support is needed in handling the behaviour of students. The underlying goal of assertive discipline is to allow teachers to engage students in the learning process uninterrupted by students' misbehaviour.

Part of this approach is developing a clear classroom discipline plan that consists of rules which students must follow at all times, positive recognition that students will receive for following the rules, and consequences that result when students choose not to follow the rules. These consequences should escalate when a student breaks therules more than once in the same lesson. Assumptions of this approach include:

- a. Students will misbehave.
- b. Students must be forced to comply with rules.

- c. Teachers have needs, wants and feelings and the right to teach without interruption by students misbehaving.
- d. Punishment will make students avoid breaking rules and positive reinforcement will encourage good behaviour.

The Canters maintain that the key to this technique is catching students being "good," recognizing and supporting them when they behave appropriately, and on a consistent basis letting them know you like what they are doing. For Lee and Marlene Canter, students obey the rules because they get something out of doing so, or conversely, understand the consequences of breaking the rules. Assertive discipline in some form is likely the most widely used discipline plan in schools. Teachers who use assertive discipline say they like it because it is easy to use and is generally effective.

Assertive discipline involves establishing a 'discipline plan' to maintain 'order' to facilitate the best teaching and learning. This requires clear limits and rules to be set and taught. The teacher is expected to adopt an assertive style while at the same time remaining approachable and supportive. Compliance should be rewarded with formal recognition and incentives. Noncompliant disruptive behaviour invokes enforcement of rules with a hierarchy of sanctions. Individual plans may be negotiated with support of the school executive and parents, but individual counseling should only occur outside of class time. Classroom rewards and sanctions do not necessarily equate to those which apply outside the classroom.

The theory puts the teacher in charge and makes the teacher "the boss" of the classroom. It does not use intimidation, threats, sarcasm, or authoritarianism to get results. Similar to a traditional boss/employee relationship, the teacher treats her/his students as employees, or allies, in the goal of achieving a "profit," wherein, the profit, is education, peace in the classroom, and a positive learning environment for all. Assertive discipline allows for

differences of personality and supportive friendships. It has no room for negatively disruptive behaviours, bullying, or ostracizing of other students.

The Canters have made several major contributions to classroom discipline. They popularized the concept of rights in the classroom, the rights of students to have teachers help them learn in a calm, safe environment and the rights of teachers to teach without disruption. The theorist explained that students' needs and wants limit their proper conduct and that it is the teacher's responsibility to set and enforce those limits. The Canters were the first to insist that teachers have right to backing from administrator and cooperation from parents in helping students behave acceptably and were also the first to provide teachers with a workable procedure for correcting misbehaviour efficiently through a system of easily administered corrective actions. Over the years, the Canters have continually modified their popular approach to ensure that it remains effective as social realities changes. Earlier they focused mainly on teachers being strong leaders in the classroom whereas now they place more emphasis on building trusting, helpful relationship with students, providing positive recognition and support, and taking a proactive approach to dealing with problems of behavior.

Lee Canter and Marlene Canter's theory of assertive discipline is important to the study because the theory involves a high level of teacher control in the class which is the focus of this study, how the teacher controls their classroom in a firm but positive manner to influence the learning process of the students.

Concept of Classroom Management and Classroom Management Techniques

Classroom management is an enterprise of creating conditions for students' involvement in curricular events. The emphasis is on cooperation, engagement and motivation and on students learning to be part of a dynamic system, rather than on

compliance, control and coercion (Osher, Bear, Sprague&Doyle 2010). It is the set of activities and strategies that teachers use to guide students' behaviours in the classroom. Classroom management entails the activities to organize and direct classes to achieve specific goals. Lee Canter(1976) assertive discipline is an approach to classroom management which is to assist teachers to have an organized, teacher-in-charge classroom environment which prevents discipline problems. Stoughton (2007) asserted that to avoid discipline problems, teachers need to acquire and employ classroom management strategies. Although Edwards (1993) considered classroom management as a troubling aspect of teaching, McCormack (2001) and Bromfield (2006) held that learning and using classroom management strategies are of great importance for teachers.

Classroom management is the orchestration of classroom life:- planning curriculum, organizing procedures and resources, arranging the environment to maximize efficiency, monitoring students' progress and anticipating potential problems. Thus, the teacher as a manager should seriously take into account classroom organization such as planning the lessons as well as the classroom's physical arrangement. Wong and Wong in Charles (2011) advocate that organization helps teachers to keep on schedule and eliminate chaos in the classroom. Martin and Sass (2010) considered classroom management as an umbrella term for teachers' actions to manage class, students' behaviour and their learning. These actions encompass works like establishing order, dealing with misbehaviour, offering appropriate instruction, and taking care of students' emotional and cognitive needs.

Shawer (2006) considered the teachers who use a set of classroom management strategies like organizing, teaching management, teacher-student relationship, and teacher punishment-rewards (consequences) as "assertive teachers." These teachers clearly and firmly express their needs. They have positive expectations of students. They say what they

mean and mean what they say. They are consistent and fair. On the other hand, teachers who are less assertive fail to make their needs or wants known. They appear indecisive which confuses the students. They threaten but their students know that there will be no follow through.

Classroom management puts more emphasis on providing supportive environment for students to learn, learning materials rather than focusing on controlling behaviours. Further, Charles and Senter (2008) stated that good teaching management takes place through an active and relevant curriculum. Stough, Palmer, and Leyva as cited in Ormord (2003), believed that effective classroom management contributes significantly to students' learning and development. Adding a positive element to this definition, classroom management needs to encourage positive social interaction and active engagement in learning. Charles and Senter (2008) approved Burden's realization and maintained that there is a direct relationship between good teaching practice and classroom management issue.

Students' ideas are one of the very important factors in determining their teachers' approach to discipline. Aliakbari and Sadeghi (2014) investigated Iranian teachers' perceptions of teacher leadership practices in schools. Their findings maintained that teachers' age, gender, and years of teaching experience did not appear as significant factors in teachers' perception of teacher leadership practices. In another study, Aliakbari and Darabi (2013) explored the relationship between efficacy of classroom management, transformational leadership style, and teachers' personality. They reported a positive relationship between transformational leadership style, personality factors, and efficacy of the classroom management. Results indicated a weak, but significant, relationship between efficacy of class management and teachers' extraversion, openness, and neuroticism

personality factors. Likewise, a significant relationship between teachers' education level and classroom management efficacy was reported.

According to Adeyemo (2012) "good classroom management can help to ensure protection of students from physical attacks by other students, dangerous environmental conditions such as playing around electrical equipment, and from psychological abuse from peers or adults". The author further concluded that effective classroom management skills or techniques have strong and positive influence on student achievement. According to Doyle (2011), the underlying assumption is that classroom order encourages student engagement which supports learning. Without order, a teacher is hard pressed to promote students' learning. The implication of this, according to Doyle is that classroom management results in the coupling of order and learning. The author therefore, saw classroom management as the progression of strategies that teachers utilize to promote order and students' engagement and learning.

Classroom management is a skill that can be acquired like any other profession not a gift. It is a skill that must be practiced to achieve proficiency. Classroom management thus requires specific skills such as planning, organizing, as well as an aptitude for team work. It requires a great deal of commitment, initiatives, willingness to adjust, creative thinking and actions (Abel, 2011). Poorly managed classrooms are usually characterized by disruptive behaviours such as sleeping, late coming, noise making, miscopying of notes, eating, calling of nicknames, verbal or physical threat to fellow students or the teacher (Ekere, 2006). These disruptive behaviours disorganize learning processes and hamper academic performance of students. Effiong (2007) suggested that teachers can deal with these disruptive behaviours in the classroom and reduce them to the minimum through effective classroom management so that effective learning can take place. Once teachers are able to effectively reduce or

eliminate disruptive behaviours in the classroom, there would be increased academic attentiveness and engagement which would pave way for better academic performance by students.

Different teachers make use of different classroom management techniques. They pick i.e techniques based on how it best solves problems in the classroom; and how it best suits the students and teachers. Some of these strategies are: organization, delegation of authority, teacher–student relationship, authoritarian, time management, teacher personality traits, among others.

Organization: Organizing the classroom can go a long way towards helping the teacher manage it effectively. A neat and organized classroom tells students that the teacher means business and the teacher expects the students to keep the classroom organized as well. The seating arrangement of the students and physical appearance of the classroom also means a lot. Organization focuses on the physical environment. Effective teachers organize safe classroom environment. They strategically place furniture, learning centers, and materials in order to optimize students' learning and reduce distractions.

Teacher-students relationship: Teacher-students relationship focus on the intervention to improving the interaction between teachers and students (teacher-student interaction), to develop care and supportive relationship. Only preventive interventions are included in this category and it represents of the supportive teacher-student relation. When students can trust their teachers and know that they are cared for, they will also do their part. Addressing isolated behaviour issues instead of punishing an entire class, as the latter can hurt relationship with students who are on-task and will jeopardize other classroom management efforts. This basic approach allows one to keep a friendly disposition, while immediately acknowledging poor behaviour. Teacher-student relationships are the aspect of effective classroom

management. If a teacher has good relationship with students, the students will readily accept the rules and procedures and the disciplinary actions that follow their violations. Burden (2003) stated that student-teacher relationship is also important in classroom management. Burden believed that classroom management needs to encourage positive social interaction and active engagement in learning.

Delegation of Authority: Delegation of authority to learners is still another technique of effective classroom management where the teacher delegates authority to deserving students and assign them duties such as cleaning the chalkboard, time keeping, controlling noisemakers, managing learning materials, collecting assignment from students, copying lesson notes on the chalkboard, class representative on behalf of the class (Nima, 2004). These contribute a great deal to making the classroom a conducive place since cooperation between students and teachers in the classroom is fostered. This empowers students to take accountability into their own hands and manage themselves. Students are much less apt to disappoint each other than their teacher, and this is something teachers should leverage in their classroom. Teachers can have students lead in some of the activities/class segments or ask the hyperactive, talkative or mischievous students to be his assistant for the duration of the class.

Authoritarian: Authoritarian classroom management technique is where the teacher has full responsibility for regulating the classroom. The teacher devises specific rules to control pupil behaviour in the classroom. The teacher places firm limits and control on the students. In authoritarian management, the teacher uses sharp and unfriendly tone to tell the students what they should do and what they should not do; pupils are quiet and cannot interrupt the teacher, pupils do little verbal exchange and discussion; and pupils are not motivated or encouraged to set personal goals. Teachers that use this technique are quick to

“jump” on every behaviour that is not acceptable in the classroom as support and positive reinforcement, are rare. The authoritarian teacher may use a loud voice to get the attention of students and may act shocked and angry when students fail to follow directives. The “benefit” of this style is that the teacher frequently gets immediate compliance from students (Thomas, 2005). The cost of the authoritarian style includes student anxiety and minimal long-term positive effects. No students enjoy a teacher’s yelling. Although kids may comply out of fear, this teaching technique rarely produces behavioural changes that last over time. Devan (2012) opined that teachers using authoritarian classroom management are most likely to have students compliance rather than autonomy as their main goal. They make heavy use of rewards and punishments to produce that compliance.

Teacher Personality Traits: Personality refers to the uniqueness of a person in terms of attributes, qualities, capabilities, weakness, emotionality, physical qualities among other. Mangal (2014) asserted that personality is all that a person is - his physical, emotional, social, mental and spiritual make-up. The way one presents oneself to students has monumental effects on classroom management, more than most teachers realize. The effectiveness of managing a classroom greatly depends on the personality of the teacher which determines the teacher’s level of organization, charisma and unique adjustment to classroom processes. Teachers may have the same professional qualities but they differ in their personality characteristics which makes their approach to classroom management also different. Thus, the following can be considered as personality characteristics of the teacher that influence managerial effectiveness in the classroom (Nkomo and Fakrogba, 2017): - physical appearance of the teacher (dressing), intelligence level of the teacher, discipline, communication effectiveness/presentation, temperament, organization, teacher/pupil/student relationship, sensitively.

The major determinant of success in the classroom is the value which the students attach to the teacher. The worth of a teacher's personality naturally yields obedience, respect and esteem from students. A worthy personality places the teacher on an advantage to have a better control of students and manage the class effectively. A teacher with an organized personality struggles less to manage the classroom.

Business Studies in Junior Secondary School in Nigeria

Education in Nigeria is overseen by the Ministry of Education. The education system is divided into Kindergarten, Primary, Secondary and Tertiary levels. Students spend six years in secondary school (that is three years of JSS (Junior Secondary School) and 3 year of SSS (Senior Secondary School). Junior Secondary opens the gate to Senior Secondary School. Junior Secondary School education is the education a child receives after primary school education. At the end of the 3rd year in junior school, students take a national examination and are awarded a Junior School Leaving Certificate. In order to continue into senior secondary school, students must have pass grades in the Junior Secondary School stage before they decide to go on to an apprenticeship system or some other scheme for out-of-school vocational training. The Senior Secondary School is for those able and willing to have a complete six year secondary education.

The Federal Government of Nigeria since independence has been coming up with laudable educational policies, for instance, the 6-5-4 system of education, the Universal Primary Education (UPE), the Universal Basic Education (UBE), the 6-3-3-4 system of education and others. Educational policies are formulated to ensure that what is taught in schools relates to national manpower needs. It was not until 1981 in the National Policy on Education (NPE) that pre-vocational subjects were included in the secondary school curriculum. The National Policy on Education (NPE) which established the 6-3-3-4 system of

education states that after the first tier of secondary education which has two tiers three years of junior and three years of senior secondary (3-3), that school leavers should acquire enough skills to make them easily employable after the first tier (FRN 2013).

Business studies is taught as one of the basic subjects expected to enable students acquire further skills which are common and fundamental to all personal and occupation activities. Business activity affects the daily lives of all Nigerians as they work, spend, save, invest, travel and play. It influences jobs, incomes and opportunities for personal enterprise. Business has significant effect on the standard of living and quality of life of people, and on the environment in which they live, which future generations will inherit (Ekanem, 2008). Eventually, all students will encounter the world of business, whether they work in urban or rural areas. They must be prepared to engage in business activity with confidence and experience.

Business studies is made up of Commerce, Book-keeping, Office practice, Shorthand and Typewriting. These five components of Business Studies relate specifically to business and distributive operations and they are compulsory in Junior Secondary Schools. Together they are part of vocational education which encourages the use of the head and hands in acquiring specific practical training required in business and industry. They provide valuable skills which put students in line for some important professions such as accountancy, banking secretary and others.

Verbal Instruction and Academic Performance

Effective classroom management is inexorably connected to effective instruction. Learners/students tend to act responsibly, and their learning enhanced, when they are successfully and actively engaged in constructing meaningful, culturally relevant knowledge and skills. Giving instruction is an integral part of being a teacher. Teachers spends a lot time

telling students what to do and when to do it. However, if the students do not understand what the teachers are saying, all instructions are going to be meaningless. So, the teachers make sure that they give instructions to students that they will actually understand. The use of verbal instructions is one of the techniques for effective classroom management that can be adopted by teachers. The teacher tries and checks if the students understand what they need to do, by avoiding asking questions like “Okay?”, “Understand?” and “Clear?” because the students are in lack of better word, programmed to respond immediately with a confirming answers, even if they do not understand. A student can have no clue what he or she is about to do, and if you ask “Okay?”, the student will answer “Okay!” without even blinking.

Verbal instruction as an element of classroom management, especially for secondary education, is the need to effectively manage behaviour and mitigate behavioural problems. One student can ruin the learning experience for the entire group by forcing the teacher to focus on the individual rather than the class. To prevent frequent disruptions, the teacher should deal with students fairly and consistently, set behavioural guideline the first day of class; provide a clear list of rules and consequences from the outset to avoid confusion. Assertive teachers, who use firm, positive, respectful tone, apply consequences and deliver praise-as-expected, are modeled by students. However, less-assertive ones, who use an indecisive tone, fulfill consequences, and reward inconsistently, cannot be modeled, since students’ expectations for modeling are unclear.

According to Good (2004), clear instruction on what should be done gives the students concrete direction to compliance. In this approach, teachers try to be consistent in enforcing the verbal instruction so that it produces the desired results. Verbal instruction has a direct effect on learning. A lesson or activity becomes chaotic and fails when students do not understand what they are supposed to do. Nonetheless, good verbal instruction is a challenge

for teachers, (both seasoned and novice teachers). However, who often assume that it is a skill that will be naturally mastered. More experienced teachers might assume that it is a skill they have already mastered. For all teachers, however, verbal instruction is an area that deserves attention and practice, as it has a major impact on how well students behave.

While occasional foibles in using verbal instructions are understandable, mastering verbal instruction is a fundamental aspect of good classroom management technique. Instructions and their delivery can be the determining factors as to whether a lesson succeeds or fails (Scrivener, 2011). As students begin an activity, the teacher move around the room to see if they are carrying out instructions correctly and give help as needed. Even when a teacher has given good, clear instruction, the teacher might find that students do not know what to do or are confused about some aspects of the instruction (Scrivener, 2012).

Okon (2009) asserted that verbal instruction on what to be done gives students an idea of what is expected of them in the classroom and this helps them to behave well. In another perspective, Ndiana (2009) opined that if teachers give directives on how classroom activities should be done, the classroom becomes orderly enough for lessons to be effective. This will have positive impact on students' academic performance. Teachers who use the verbal/direct instructional approach to classroom management prevent most management problems by actively engaging students in lessons to meet their interests, needs and abilities. Students are motivated to attend the class, to participate in activity and to manage their behaviours. With well-planned and well-implemented instruction, students will not engage in disruptive behaviours.

Asher (2009) asserted that verbal instruction deals with when the teacher gives command and the students perform the actions. Verbal instruction was shown to be effective in improving subjects' verbal skills concerning behaviour-modification principles, while only

partially effective in improving application skills. Strong verbal instruction is significant as well. Therefore, it can be agreed that verbal instruction between teachers and students influence students' performance level in a positive or negative way. This position is in agreement with Dewar (2008) and Decie and Ryan (2004) who had separately stated that positive verbal instruction between teachers and students spur academic performance or growth. Examples of these classroom Rules for Junior Secondary schools are:

1. Be in your assigned seat when the bell rings. Remain seated unless you have permission to do otherwise
2. Bring all books and materials to class
3. Follow directions the first time they are given.
4. Listen carefully while others are speaking; never interrupt, hands down when someone is speaking.
5. Respect all others 100% of the time.
6. Follow all directions and complete your assignments.
7. Stand to greet visitors/teachers entering the classroom.
8. Keep hands, feet, and objects to yourself.

Instructional Supervision and Academic Performance

Instructional supervision is another technique of effective classroom management adopted by teachers in the classroom. Supervision can be defined as the glue of a successful school (Glickman, Gordon & Ross-Gordon, 2007). Instructional supervision is a process of checking other people's work to ensure that bureaucratic regulations and procedures are followed and that loyalty to the higher authorities is maintained.

According to Obot (2010), instructional supervision involves moving around the classroom to observe students closely, engaging students in academic activities, asking

questions and employing both verbal and non-verbal teaching methods to ensure that students are paying undivided attention and taking more from the lesson than simple facts. Instructional process and supervision help a lot in improving academic performance of students. This is because supervision of instruction aims at enhancing teaching and learning through proper guidance and planning, and devising ways of improving teachers professionally and thereby helping them release their creative abilities so that through them the instructional process is improved and well-articulated. (Okendu, 2012). Ministry of Education (2010) also noted the importance of providing quality based instructional supervision to improve the quality of education.

Instructional supervision right from time has to improve the activities of teaching and learning in schools. During the colonial era, instructional supervision provided the basis for high performance for secondary schools. In order to improve the academic performance of secondary school students, instructional supervision must be intensified in secondary schools. Teachers who use instructional supervision in classroom management prevent most management problems by actively engaging pupils in lessons to meet their interests, needs and abilities. Pupils are motivated to attend the class, participate in activities and manage their behaviour.

Alimi and Akinfolarin (2012) admitted that in Nigeria, secondary schools, irrespective of their location and ownership are expected to function in compliance with the achievement of the national education objectives, and consequently aspire to brilliant performance in the final examinations. As such, students' performance greatly depends on the quality of instruction and education they have gained in school. Babalola and Ayeni (2009) stipulated that students will develop keen interest in academic activities if teachers show concern in their academic well-being and encourage them through instructional supervision. In order to

bring effective education through improved teaching-learning process, instructional supervisors should be democratic and cooperative and should get serious attention in the school (Giordano, 2008). Essien (2009) asserted that instructional supervision creates an avenue for an interactive session between teachers and students. According to Essien (2009) teachers are given the opportunity to discover their students' weaknesses, strength among talent among others. And render academic assistance when the need arises.

There are various problems lack of instructional supervision have brought to teaching and learning in secondary schools. These include the fact that the teachers will not be able to teach effectively and students will not learn effectively, since they will not take proper care in copying their notes. The provision of adequate, relevant and attractive learning materials and aids such as textbooks, workbooks, assignments and notes of lessons will be defined, in a situation where students are not supervised some students may tend to be lazy and this may affect the performance of students in schools. Effective coordination and control of the classroom system improves the academic environment. Without this, the pupils will be bored within the classroom environment and the instruction given them will have no effect and their teachers will not be able to teach the curriculum properly. Effective instructional supervision enhances good academic performance of the students in secondary school without this, the instruction given to the pupils will be lacking in one aspects or the other. The goals and objective of education in secondary schools will not be achieved without good classroom management techniques such as good instructional supervision which in turn helps to improve the academic performance of the students.

The benefits of supervision practices include facilitating students' academic performance, improving the quality of teachers and teaching. On the other hand, the instructional supervision process has become a very important aspect to ensure effectiveness

and efficiency of teaching - learning process in schools and finally to secure the quality of education. Therefore it is very important to ensure and establish an efficient instructional supervision process in schools.

Corporal Punishment and Academic Performance

Until recently, corporal punishment was used widely as an effective classroom management technique to curb disruptive behaviours in the classroom. It is now not commonly applied though it is still practiced in some schools as an effective classroom management technique. Corporal punishment refers to intentional application of physical pain as a method of behaviour change. It includes a wide variety of methods such as hitting, slapping, spanking, punching, kicking, pinching, shaking, shoving, choking, use of various objects (wooden paddles, belts, sticks, pins, or others), painful body postures (such as placing in closed spaces, kneeling down, raising up of hands) and use of excessive exercise drills.

Nakpodia (2012) saw corporal punishment as a practice of discipline in which, something unpleasant is present or positive reinforces are removed following behaviour so that it happens less often in future. The National Association of School Nurses (2019) defined punishment as causing physical pain deliberately to change behaviour that could be in the form of hitting, slapping, spanking, punching and pinching using objects such as sticks, belts, and paddles. It is also seen as the intentional infliction of physical pain as a method of changing behaviour, which may include methods such as hitting, slapping, spanking, punching, kicking, pinching, shaking, shoving, choking, use of various objects (paddles, belts, sticks, pins, or others), painful body postures (Nakpodia, 2012).

It has been noted that there has been high prevalence of indiscipline among learners in all levels of Nigerian educational system including Junior Secondary Schools. The Social Learning Theory of Ivan Pavlov (1849-1936) stated that the major assumptions of social

learning theory is that all behaviours whether adaptive or maladaptive, social or antisocial, defiant or non-defiant, praiseworthy or condemnable are learned and can also be unlearned. It could be said therefore that all manners of indiscipline acts that pervade secondary schools environments today are learned and can be unlearned through the use of various correctional methods (Ali, dada, Isiaka & Salmon, 2014). Furthermore, the study of Lwo and Yuan (2010) pointed out arguments for the positive effects of corporal punishment. A major argument is that corporal punishment improves children's classroom behaviour because it is "a very clear", specific and obvious consequence.

Punishment in the classroom is used as a behaviour modification technique. While punishment is not a cure-all for poor student behaviours, it can eliminate or prevent it when students know what the consequences are for their actions. Teachers who set clear expectations for behaviour help students understand what good behaviours are and strive for actions that are positive, as opposed to negative actions. Students who act negative actions in class are disrupting the learning experience of classmates who are trying to concentrate on their work. Punishment in the classroom is a means to help control the environment so that students who wish to do well in school will have the opportunity to do so in a classroom that is effective for learning. Punishments help keep the environment quiet and professional to enhance studies. The goal of punishment in schools is to decrease behaviours. Punishment is only a method of discipline and in schools, corporal punishment, is only one aspect mostly used (Sanderson, 2003).

Students who witness or experience classroom punishment develop an understanding of what it means to respect authority. When students learn that they cannot get away with disrespecting teachers and other classmates, they can start to appreciate the concept of listening to adults in the room, following orders and abiding by the rules. This is a valuable

lesson that students can apply to all phases of their academic careers, and it can also be applied by students' parents and other adult figures in their lives. Punishment in the classroom can keep students and teachers safe from threatening behaviours. Students who act violently or in verbally abusive way can jeopardize the well-being of others in the environment. Punishment activities eliminate such threats from the classroom, and preserve the safety of others.

At the end of the day, the goal of punishment has positive intentions. Parents want our students to learn, but most times, learning is not the priority for youths and teens alike. There is thus the need to ensure that all students are in an environment that is conducive for learning, and punishment occurs when one or more students distract the learning process. While seemingly simplistic, this concept needs to be reinforced while deterring these negative behaviours. We can do this by setting boundaries and being consistent in our punishments as we redirect the students or put the students back on task.

The use of corporal punishment in the school environment and reinforces physical aggression as an acceptable and effective mean of eliminating unwanted behaviour in the classroom, school environment and also in our society in order to improve the academic performance of the students.

Reinforcement and Academic Performance

Reinforcement is a consequence following a behaviour that increases the probability that the behaviour will be repeated in the future. One of teachers' most valued classroom management tools is reinforcement. Reinforcement can be used to teach new skills, teach a replacement behaviour for an interfering behaviour, increase appropriate behaviors, or increase on-task behaviour (AFIRM Team, 2015). Reinforcement is a skill applied to modify or change pupils' behaviour positively, which can be applied by the teacher or presenter to

increase positive behaviour of the learners and also discourage learners' negative behaviour (Otsupius,2014).

The reinforcement skill, which is one of the teaching skills that can be applied to modify or change behaviour of learners in the classroom, may be positive or negative. It is believed that teachers' application of reinforcement enables students to gain confidence in the teachers' explanations and their responses as learners when questions are asked by the teacher thereby enhancing the academic performance of the students in any subject.

There are two types of reinforcement-positive and negative. Positive reinforcement is the process in which the teacher encourages positive behaviours of learners to enable them achieve the specific objective(s) of the lesson (Maag,2001). The teacher can smile, praise the learner, or make complementary comments such as well done, good, and splendid among others. This process encourages pupils' attention, maintains motivation and modifies disruptive behaviours thereby helping to improve learning. Positive reinforcement is the delivery of a reinforcer to increase appropriate behaviors.

Negative reinforcement refers to the application of skills and techniques that will reduce, decrease or discourage negative behaviours in learners. This can be achieved through the teacher giving punishment to the learners as a means of making them improve on their performance or discouraging those behaviours that may lead to poor performance. For instance shouting at the learner, making such comments as too bad, no, very poor, shaking the head or closing eyes. Negative reinforcement is the removal of an aversive event, behaviour or condition, which also increases appropriate behaviour (AFIRM Team, 2015). According to Alberto and Troutman (2009), there are two types of reinforcers namely: primary and secondary. Primary reinforcers are those that are innately reinforcing, such as edibles (small pieces of food or drink) or sensory experiences (light up toys, fans, massagers).

Secondary reinforcers include tangible items, activities, special privileges, social praise, and attention.

Seven components of reinforcement were identified and described, and comprise of:

- a. Verbal reinforcement which involves the ability of teachers to make verbal comments, both positive and negative, depending on the situation while teaching the learners. This type of reinforcement involves the use of such words as good, correct, yes, that's right, neat work, as positive; while no, bad, too ugly, poor, are negative reinforcements.
- b. Gestural reinforcement which involves the use of facial expression like smile, delightful laugh, bodily expression, clapping, nodding, thumbs up or arms raised by teachers. On the other hand, a teacher can equally apply twitching of face, moody face, a finger crossing the mouth as negative reinforcement.
- c. Proximity reinforcement which involves the teachers' display of interest in students' performance by moving nearer, standing next to or sitting close to the students.
- d. Contact reinforcement which can be used by the teacher by patting the students' head, shoulder, back, hand shake or by raising the student's hand in the class.
- e. Activity reinforcement which involves the teacher giving the students any task which they prefer as reinforcement for work; Token reinforcement entails the teacher giving awards, marks and sweets comment on books and test papers.
- f. Rewards like privileges given to the learner or recognition by the teacher falls into this category.

Some teachers may worry about using reinforcement due to the possibility of students depending on the reinforcer to engage in appropriate behaviour or the need to provide high rates of reinforcement. This is a legitimate concern, but can be avoided by having a plan for

how the reinforcement will be thinned. Reinforcement thinning is decreasing the overall rate or density of reinforcement provided to the individual when they emit the target behaviour (Hagopian, Boelter, & Jarmolowicz, 2011). In addition to keeping behaviours under control, reinforcement in the classroom should be used to keep students engaged and motivated to learn. Teachers should use reinforcement often in order to maintain positive learning environment and to promote appropriate classroom behaviours and increase academic performance.

Praising students for jobs well done, improves academic and behavioural performance. When praise is sincere and references specific examples of effort or accomplishment, it can: inspire the class, improve a student's self-esteem and reinforce rule and values expected

Reinforcement from teachers should be sincere, warm and full of enthusiasm. Furthermore, the use of reinforcements of various types should be encouraged. It is believed that reinforcement skill has influence on students' academic performance because it captures the students' attention and gets them motivated as a result of some internal feelings of identification and reward. In the process, students' participation in classroom discussion is enhanced and the study pattern of behaviour of students is improved. Consequently, students' confidence is increased and disruptive behaviours are modified. It also strengthens teacher-student relationship in the classroom. This is in agreement with Dewar (2008) who showed that reinforcement skill exist as both a motivating factor or a demotivating factor based on the students' interpretation of the daily verbal interaction occurring between class teachers and students.

Reviews of Related Empirical Studies

Many researchers have written a lot on the influence of classroom management techniques on the academic performance of students in secondary schools in Nigeria. For the purpose of this study, the following empirical studies related to this research work are reviewed.

Omomia and Omomia (2014) studied the perceived impact of classroom management on effective teaching. Four research questions were structured to guide the study and no research hypotheses. Descriptive survey research design method was used. Questionnaire (Perceived Impact of Classroom Management- PICM) was used to collect data. A total of fifty teachers were randomly selected from five schools in Education District 11, Lagos State. Face and content validity approaches were adopted. Inter-item coefficient of reliability at standardized item alpha was used. The mean was calculated for each of the item on the questionnaire. The decision rule was that any mean of 2.5 and above was considered as agreed. Mean scores of below 2.5 was considered disagreed. All the items on the questionnaire had mean scores above 2.5. Finding shows that effective classroom management would likely influence the academic performance of the students, consequently guaranty the right students outcomes desired by the school.

The previous research topic though similar to the present one, was a survey research design. The studies differ in that while Omomia and Omomia's study focused on effective teaching, the present study focused on academic performance of students. The previous study used teachers as their respondent while the present study focused on students and teachers. While the previous study was carried out in Lagos State, the present research was carried out in Kwara State, Nigeria. However, the conclusion and recommendation of the

previous study gave the researcher an insight on the influence of classroom management on teaching and learning (academic performance).

Omomia (2009) carried out a research titled: the effects of classroom management and control on the academic performance of students in Ojo Local government of Lagos State. Three research questions and research hypotheses were formulated. The target population consisted of thirty teachers and 582 students out of which ten teachers and two hundred students were selected as sample using simple random sampling technique. Questionnaire was used for data collection, face and content validity approaches were adopted and the data collected was analyzed using Pearson Product Moment correlation coefficient statistical and all the three null hypotheses were rejected. The result shown that there is significant relationship between good classroom management and students' academic performance.

The present study is similar in the title: perceived influence of classroom management techniques on the academic performance of business studies in secondary school in Kwara State. The target population for the present research study is 5010 students and 31 teachers and 501 students were selected and 28 teachers were selected out of 31 secondary school in Ilorin south local Government of Kwara State. The present study examined the perceived influence of classroom management techniques on the academic performance of business studies students compared to the previous study which only examined the effects of classroom management and control on the academic performance. The present research study was carried out in junior secondary schools in Ilorin South Local Government Area of Kwara State while the previous study was conducted in selected senior secondary schools in Ojo Local Government Area of Lagos State.

Aliakbari and Bozorgmanesh (2015) conducted a research on assertive classroom management strategies and students' performance: the case of EFL classroom. Two research

questions guided the study with population of 123 female students in senior high schools, Boukan, West Iran. Questionnaire was used for data collection, validity and reliability was calculated through cronbach alpha. Means and standard deviation was use for data analysis. The study shed more light on the importance of teachers' managing skills and the relationship between teachers' effectiveness and students' achievement. The location of the previous study devise to the present study as the previous study was carried outside Nigeria but the two studies both takes a critical look into classroom management techniques and academic performance of the students. Population comprises of 123 students in the previous study, present study focused on the 501 students in Junior Secondary School III and their teachers in public schools in Kwara State of Nigeria. Hypothesis was formulated to guide the study and to be tested at 0.05 level of significant unlike the previous study that doesn't have hypothesis. The findings of the pervious study shed more light on the importance of teacher's managing skills and the relationship between teacher's effectiveness and students' achievement.

Udoukpong (2012) carried out a research on teacher efficacy rating by secondary school students and academic performance in social studies summative evaluation. The study was a survey design, two research questions and two null hypothesis tested at 0.05 level significant was formulated to guide the study. A sample of 600 junior secondary three students of social studies in public secondary schools in AkwaIbomState in Nigeria was surveyed. Questionnaire was use in data collection "Teacher Efficacy Rating Scale" (TERS) and Student Social Studies Performance Scores (SSSP) and Junior Secondary Certificate Examination score data of the participant was collected. The data collected was analyzed using means and standard deviations for research question and the independent t-tests wasused to test the hypothesis. The present study tends to look at the perceived influence of classroom management on the academic performance of business studies students in Kwara

State. Both studies make use of Junior Secondary School Three but different in subject. Similar data collection procedure was used with a little difference; present study does not use student certificate examination score. Data was analyzed using the same instrument.

George, Sakirudeen and Adam (2017) investigated effective classroom management and students' academic performance in secondary schools in Uyo Local Government Area. Four research questions and four null hypotheses guided the study. The survey design was adopted for the study. The population of 2044 Senior Secondary School One (SS1) students and a sample of 200 students selected from five public secondary schools in four clans within the study area was used for the study. A researcher made questionnaire was used to elicit data from respondents. The research instrument has a 4-points rating scale and 25 items based on the study variables. The Pearson Product Moment (PPM) Correlation Coefficient was used to ascertain the reliability of the instrument and a reliability coefficient of 0.94 got for the study. After the administration, scoring and collation of the instrument, the data obtained were subjected to the chi-square (χ^2) analysis. All the null hypotheses were tested at 0.05 level of significance.

Based on the result of this study, it was concluded that SS1 students in public secondary schools in Uyo Local Government Area differ significantly in terms of academic performance based on techniques introduced to learners. It was recommended that teachers should be skilled in classroom management so as to influence students' academic performance positively. This research is different in location but is related to the present study because it also focused on classroom management techniques on students' academic performance. The study also adopted survey research design and chi-square was used in testing the hypothesis which differed from the present study. The instrument and statistical tool were different.

Omoruyi and Aigbedion (2015) studied the impact of classroom management techniques on students' academic performance in selected junior secondary schools in Municipal Area Council. Two research questions were raised to guide the study, a structured questionnaire was used for data collection and mean and simple percentages were used for analysis. Reliability of the instrument was ascertained using Split-half method. The populations of the study were 42 heads of departments and 168 teachers in the secondary schools in Municipal Area Council of Federal Capital Territory. Mean ratings were used to answer the research questions while t-test statistics method was used to test the hypotheses. The finding shows that there is a positive impact of classroom management techniques on students' academic performance. This research is different in location and in population. It is related to the study because it also focused on classroom management technique and student academics performance. The study adopted descriptive design and mean rating and t-test was used in testing the hypotheses which is similar to the present study. The result from the study helps in guiding the present study.

Kowsalya and Nalinilatha (2017) carried out a comparative study on classroom management techniques among government and private school teachers. The research adopted survey research design. A sample of 300 school teachers from six schools situated in Coimbatore District were selected by the researcher using simple random sampling technique. Mean and standard deviation was used to analyse data related to research questions, while t-test was used to test the hypotheses. The findings revealed that there was no impact of demographic variables on emotional competency and classroom management techniques among school teachers. The study found no relationship between emotional competency and classroom management techniques among school teachers. With the differences the study gives the present researcher insight into the present study.

Appraisal of Literature Review

The review of literature was done to provide the researcher with guidance to arrive at a theoretical framework for this study. The theoretical framework was based on behaviourism and assertive discipline theory that explain how teachers' control in the classroom can influence the academic performance of students. Furthermore, the chapter discussed classroom management techniques, verbal instruction, instructional supervision, corporal punishment, reinforcement and their influence on academic performance.

Seven empirical studies related to the present study were reviewed. Based on the reviewed empirical studies, there are still gaps to be filled. No research has been conducted and critically looked into the perceived influence of classroom management techniques on the academic performance of business studies students in secondary schools in Kwara State.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter explains the procedure used for the study. It is presented under the following sub-headings:

Research Design

Population of the Study

Sample and Sampling Technique

Instrument for Data Collection

Validation of the Instrument

Reliability of the Instrument

Procedure for Data Collection

Method of Data Analysis

Research Design

This study was a descriptive survey. This research design focused on people, their beliefs, opinions, attitude and behaviour (Nworgu, 2015). A survey research design uses questionnaire and interview to collect information about people's attitudes, beliefs, feelings, behaviours and lifestyle (Patel, 2010). The researcher finds the research design appropriate because the study focused on the influence of classroom management techniques on the academic performance of business studies students in secondary schools.

Population of the Study

The population of the study comprised of business studies students and teachers in public secondary schools in Ilorin South Local Government Area of Kwara State and the target population were all Junior Secondary School III (JSS3) students and their teachers. The Local Government Area with a population of 5010 students and 31 teachers was used as the population of the study (see appendix Epg 85-86).

Sample and Sampling Technique

A sample of 501 students was selected from a total population of 5010 students as suggested by Borg and Gall (1971) that 10% of a population should be sample when population is up to 5000 and all JSS 3 teachers which make a sizeable total of 28 teachers. The sample was drawn from the participating schools although three of these schools do not have JSS 3 classes. This gives a total of twenty eight Junior Secondary Schools involved in the study. In order to ensure that the population of the study was properly represented, proportionate sampling technique was used for the selection of the students from the population. Students from the schools were selected based on size. Simple random sampling was used to select the students from each school (see appendix E, Pg 86-88).

Research Instrument

The data collection instrument adopted for this research was a structured questionnaire designed by the researcher. The questionnaire was titled Classroom Management Technique and Academic Performance Questionnaire (CMTAPQ). The questionnaire was divided into two sections. Section A contains the personal information of the respondent while section B was divided into four segments. segment A comprises 10 items on influence of verbal instruction on academic performance of business studies students; segment B comprises 10 items on influence of instructional supervision on academic performance of business studies students; segment C comprises 10 items on corporal punishment on academic performance of business studies students while segment D comprises 10 items on influence of reinforcement on academic performance of business studies students. The 44 items were structured in a closed ended format. The items were structured on four point ranting scale of Very High Extent (VHE) = 4 points, High extent (HE) = 3 points, Low Extent (LE) = 2 points and Very Low extent (VLE) = 1 point.

Validation of the Instrument

The instrument was validated by three experts in of Business and Entrepreneurship Education, all from Kwara State University, Malete. The research topic, statement of the problem, purpose of the study, research questions and the research hypotheses with the draft questionnaire were given to these experts. They made corrections and observations which guided the final construction of the instrument.

Reliability of the Instrument

Pilot study was conducted in Cherubim and Seraphim junior secondary school outside the target population with students who share similar characteristic in business studies with the schools sampled for the study. Twenty copies of the questionnaire were administered to JSS 3 students of business studies in Cherubim and Seraphim College, Sabo-Oke in Ilorin West Local Government Area. The pilot study was conducted in order to determine whether the questionnaire items were clear and adequate. The Data collected from the study was analyzed using the split-half method to determine the reliability of the instrument. The Spearman Rank Order Correlation Coefficient and Spearman Brown Co-efficient was used to calculate the reliability which yielded co-efficient index of 0.88. The co-efficient is high, which means the instrument is reliable for the study, based on Nworgu's (2015) recommendation, that a reliability estimate of 0.70 and above is high enough for an instrument to be reliable.

Procedure for Data Collection

The researcher collected letter of introduction from the department of Business and Entrepreneurship Education. The researcher made use of five research assistants in the distribution and collection of the questionnaire. These research assistants were briefed by the researcher on how to administer and collect the questionnaire. The respondents were given the questionnaire in the schools where the study was conducted to fill, after which the researcher and the research assistants collected the completed questionnaire.

Method of Data Analysis

The data generated from this study was analyzed using frequencies and percentages for personal data of the respondents. Mean (\bar{X}) and Standard Deviation (SD) were used to analyze data related to research questions while t-test statistics was used to test the null hypotheses at 0.05 level of significance.

The level of acceptance or rejection of each questionnaire items was determined based on the mean rating of items interpreted, relative to real limits of numbers as shown below

Response Category	Rating	Real Number Limit
Very High Extent (VHE)	4	3.50 – 4.00
High Extent (HE)	3	2.50 – 3.49
Low Extent (LE)	2	1.50 – 2.49
Very Low Extent (VLE)	1	1.00 – 1.49

Decision Rule

A null hypothesis was accepted when the observed probability value is greater than or equal to 0.05 level of significance, otherwise the null hypothesis was rejected.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This research work was conducted to determine the perceived influence of classroom management techniques on the academic performance of business studies students in secondary schools in Kwara State. This chapter deals with the presentation and analysis of generated in the study data and discussion of findings. All copies the questionnaire administered were retrieved and used for data analyses. The analyses were carried out under the following sub-headings:

Analysis of Demographic variables of the Respondents

Analysis of Research Questions

Hypotheses Testing

Summary of Major Findings

Discussion of Findings

Analysis of Demographic variables of the Respondents

The analyses of demographic data of the respondents are contained in Tables 1 to 3 as follows:

Table 1 Percentage distribution of respondents by gender

Gender	Frequency	Percentage (%)
Male	258	48.8
Female	271	51.2
Total	529	100

Source: **Field Survey, 2019**

Table 1 reveals the frequency and percentages of the respondents (male and female) used in the study. There are 258(48.8%) males and 271(51.2%) female respondents. This implies that female respondents are more than the male respondents used for the study.

Table 2 Percentage distribution of respondents by location

Location	Frequency	Percentage (%)
Urban	479	90.5
Rural	50	9.5
Total	529	100

Source: Survey Field, 2019

Table 2 reveals the frequency and percentages of the respondents (urban and rural) used for the study. There are 479 (90.5%) urban respondents and 50 (9.5%) rural respondents. This implies that respondents in urban areas are more than the respondents in rural areas.

Table 3 Percentage Distribution of Respondents by Status

Status	Frequency	Percentage (%)
Teacher	28	5.3
Students	501	94.7
Total	529	100

Source: Survey Field, 2019

Table 3 reveals the frequency and percentage of the respondents (teacher and student) used for the study. There are 28 teachers representing 5.3% and 501 students representing 94.7%. This implied that the students are more than the teachers used for this study.

Analysis of Data Related to the Research Questions

Analysis of data to answer the research questions are contained in Tables 4 to 7 as follows:

Research Question One: To what extent does verbal instruction as classroom management technique influence the academic performance of business studies students in secondary school in Kwara State?

Table 4: Mean and standard deviation of responses on the extent to which verbal instruction influence the academic performance of business studies students.

S/N	ITEMS	Mean	SD	Remark
1.	Teachers instruct students on what to be done to avoid disturbance in the classroom which help the academic performance of the students.	3.91	0.28	Very high extent
2.	Teacher takes time to stress disciplinary rules and regulations of the classroom to ensure orderliness which lead to improvement in academic performance.	3.60	0.58	very high extent
3.	Teacher gives directives on when students should discuss in the classroom to reduce noise which enhance academic performance.	3.60	0.72	very high extent
4.	Teacher instructs students on when students should start writing during lesson periods so that students do not lose focus to improve academic performance.	3.58	0.81	very high extent
5.	Teacher gives directives on how learners should submit assignments quietly without disturbing the class which helps the academic performance of the students.	3.69	0.51	very high extent
6.	Teacher uses soft voice rather than raising his/her voice to correct students so as not to cause distraction to other students which improve the students' academic performance.	3.38	0.91	high extent
7.	Teacher uses students' names as low-profile correction of particular behaviour which enhances the academic performance of the students.	3.45	0.72	high extent
8.	Teacher speaks clearly and pauses appropriately when giving instructions to the students for better understanding which help in improving students' academic performance.	3.57	0.78	very high extent
9	Teacher gain the attention of the students before passing out instruction to avoid confusion which enhance academic performance of the students	3.59	0.82	very high extent
10	Teacher instructs students to raise their hands when they want to answer and ask questions in the classroom to encourage orderliness which improve student academic performance.	3.69	0.59	very high extent
Grand Mean		3.61	0.67	Very high extent

Source: Field Survey, 2019

Table 4 reveals that two of the listed items are rated as being of high extent these are: that teachers use soft voice rather than raised his voice to correct students so as not to cause distraction to other students which improve the students' academic performance (\bar{X} = 3.38, SD = 0.91) and teachers use students' names as low-profile correction of particular behaviour which enhances the academic performance of the students (\bar{X} = 3.45, SD = 0.72). Eight of the items listed are rated as very high extent. These include: teachers instruct students on what to be done in the classroom to avoid disturbance which help the academic performance of the students (\bar{X} = 3.91, SD = 0.28); teachers take time to stress disciplinary rules and regulation of the classroom to ensure orderliness in the classroom which lead to improvement in academic (\bar{X} = 3.60, SD = 0.58); teachers give directives on when students should discuss in the classroom to reduce noise which enhance academic performance (\bar{X} = 3.60, SD = 0.72); teachers instruct students on when students should start writing during lesson periods so that students do not lose focus to improve academic performance (\bar{X} = 3.58, SD = 0.81); teachers give directives on how learners should submit assignments quietly without disturbing the class which helps the academic performance of the students (\bar{X} = 3.69, SD = 0.51); teachers speak clearly and pause appropriately when giving instructions to students for better understanding which help in improving students' academic performance (\bar{X} = 3.57, SD = 0.78); teachers gain the attention of the students before passing out instruction to avoid confusion which enhance academic performance of the students (\bar{X} = 3.59, SD = 0.82) and teachers instruct students to raise their hands when they want to answer and ask questions in the classroom to encourage orderliness which improve students' academic performance (\bar{X} = 3.69, SD = 0.59). The grand mean is 3.61 (SD = 0.67) which fall within the range of very high extent.

Research Question Two: To what extent does instructional supervision as classroom management technique influence the academic performance of business studies students in secondary schools in Kwara State?

Table 5: Mean and standard deviation of responses on the extent to which instructional supervision influence the academic performance of business studies students.

S/N	ITEMS	Mean	SD	Remark
1.	Teacher always go round the classroom to ensure that students are actively participating in learning activities which improve students' academic performance.	3.91	0.28	very high extent
2.	While teaching, teacher moves round the classroom to spot out learners who make noise which enhance academic performance of the students.	3.59	0.64	very high extent
3.	Teacher always go around the classroom to check if students are copying notes which helps students' academic performance.	3.63	0.70	very high extent
4.	While teaching, teacher inspects students who are disturbing others.	3.80	0.50	very high extent
5.	Teacher check round during test/exam to prevent exam malpractice which discourages poor academic performance.	3.63	0.64	very high extent
6.	While teaching teacher inspects the activities of the students to ensure that everybody is carried along which helps to increase academic performance of the students.	3.64	0.52	very high extent
7.	Teacher inspects the learning materials of the students to verify if they are useful and relevance to the subject which encourage good academic performance of the students.	3.59	0.68	very high extent
8.	Teacher marks and checks every assignment given to the students which enhance student academic performance.	3.93	0.25	very high extent
9	Teacher make learning materials compulsory e.g. textbooks, notebooks, etc. for every student to improve academic performance of the students.	3.58	0.74	very high extent
10	Teacher's marking and supervising of students note and assignments reduce laziness of the student which encourages good academic performance.	3.73	0.58	very high extent
Grand mean		3.70	0.55	Very high extent

Source: Field Survey, 2019

Table 5 reveals that all listed items are rated as being very high extent. These include: teachers always go round the classroom to ensure that students are actively participating in learning activities which improve the students' academic performance (\bar{X} = 3.91, SD = 0.28); while teaching, teachers move round the classroom to spot out learners who make noise which enhances the academic performance of the students (\bar{X} = 3.59, SD = 0.64); teachers always go round classroom to check if students are copying notes which helps students' academic performance (\bar{X} = 3.63, SD = 0.70); while teaching teachers inspect students who are disturbing others (\bar{X} = 3.80, SD = 0.50); teacher check round during test/exam to prevent exam malpractice which discourage poor academic performance (\bar{X} = 3.63, SD = 0.64); while teachers inspect the activities of the students to ensure that everybody is carried along which helps to increase academic performance of the students (\bar{X} = 3.64, SD = 0.52); teachers inspect the learning materials of the students to verify if they are useful and relevance to the subject which encourage good academic performance of the students (\bar{X} = 3.59, SD = 0.68); teachers mark and check every assignment given to the students which enhance students' academic performance (\bar{X} = 3.93, SD = 0.25); teacher compulsory learning material e.g textbooks, notebook, e.t.c for every students to improve academic performance of the students (\bar{X} = 3.58, SD = 0.74); teacher marks and supervise students note and assignment reduce laziness of the students which encourage good academic performance (\bar{X} = 3.73, SD = 0.58). The grand mean is 3.70(0.55) which fall within the range of very high extent.

Research Question Three: To what extent does corporal punishment as classroom management technique influence the academic performance of business studies students in secondary schools in Kwara State?

Table 6: Means and standard deviation of responses on the extent to which corporal punishment influence the academic performance of business studies students

S/N	ITEMS	Mean	SD	Remark
1.	Teacher's strict punishment toward those that fail to copy their notes makes students to copy their notes to date which enhances good academic performance.	3.87	0.40	very high extent
2.	Students don't miss lectures to avoid punishment from their teacher which improves academic performance of the students.	3.62	0.61	very high extent
3.	Students behave well in the classroom to avoid being sent out of the classroom by the teacher which promotes students' academic performance.	3.54	0.74	very high extent
4.	Teacher punishes students when they fail to submit their assignments which encourage good academic performance.	3.50	0.68	very high extent
5.	Students are punished anytime they disturb the learning process of other students which enhances academic performance of the students.	3.61	0.71	very high extent
6.	Students study hard to avoid punishment from teacher which helps to improve students' academic performance.	3.54	0.68	very high extent
7.	Punishments are given to students that cannot answer the questions in classroom, so students listen attentively during lecture.	3.60	0.76	very high extent
8.	Teacher punishes students when they fail their tests which improve academic performance of the students.	3.54	0.80	very high extent
9.	Students behave well in classroom only when they are punished by their teacher which promotes academic performance.	3.74	0.56	very high extent
10.	Students don't disturb other students in the classroom to avoid punishment from their teacher which helps academic performance.	3.47	0.69	high extent
Grand mean		3.60	0.67	Very high extent

Source: Field Survey, 2019

Table 6 reveals that one of the listed items is rated as high extent and that is: students do not disturb other students in the classroom to avoid punishment from their teacher which helps academic performance (\bar{X} = 3.47, SD = 0.64). Nine of the items listed are rated as very high extent. These include: teachers' strict punishment toward those that fail to copy their

notes makes students to copy their notes to date which enhance good academic performance($\bar{X} = 3.87$, $SD = 0.40$);students do not miss class to avoid punishment from their teacher which improve academic performance of the students ($\bar{X}= 3.62$, $SD = 0.61$);students behave well in the classroom to avoid being sent out of the classroom by the teacher which promotes students' academic performance($\bar{X} = 3.54$, $SD = 0.74$);students are punished anytime they disturb the learning process of other students which enhance academic performance of the students ($\bar{X} = 3.61$, $SD = 0.71$); teachers punish students when they fail to submit their assignment which encourage good academic performance ($\bar{X}= 3.50$, $SD = 0.68$);students study hard to avoid punishment from teacher which helps to improve students' academic performance ($\bar{X} = 3.54$, $SD = 0.68$);punishments are given to students that cannot answer question in the classroom so students listen attentively during lecture($\bar{X} = 3.60$, $SD = 0.76$);teachers punish students when they fail tests which improve academic performance of the students ($\bar{X} = 3.54$, $SD = 0.80$);students behave well in the classroom only when they are punished by their teacher which promotes academic performance ($\bar{X} = 3.74$, $SD = 0.69$).The grand mean is 3.60($SD = 0.67$) which fall within the range of very high extent.

Research Question Four: To what extent does reinforcement as classroom management technique the academic performance of business studies students in secondary schools in Kwara State?

Table 7: Mean and standard deviation of response on the extent to which reinforcement influence the academic performance of business studies students.

S/N	ITEMS	Mean	SD	Remark
1.	Teacher rewards students when they answer question in classroom which enhance students' academic performance.	3.85	0.41	very high extent
2.	Teacher's praise motivates students to behave well in class which improve academic performance of the students	3.63	0.67	very high extent
3.	Teacher's positive comments arouse students' interest to study hard which increase academic performance of the students.	3.52	0.71	very high extent
4.	The display of teacher's interest toward students makes them study hard which help to improve students' academic performance.	3.56	0.68	very high extent
5.	Teacher's sweet comments on notes, test papers motivate students to study hard which enhance academics performance.	3.59	0.57	very high extent
6.	Student study hard to get reward from teacher when they pass test/exam which promotes academic performance of the students.	3.51	0.68	very high extent
7.	Happy expression of the teacher when students do well encourage students to perform better academically.	3.65	0.84	very high extent
8.	Teacher uses money as an incentive to arouse students' interest to study more which help to improve student academic performance.	3.25	1.08	high extent
9.	Students behave well in classroom only when their teacher praises them which enhance academic performance of the students.	3.40	0.80	high extent
10.	Students perform well in classroom during lessons to get praise by teacher which helps to improve academic performance of the students.	3.50	0.80	very high extent
	Grand Mean	3.55	0.73	Very high extent

Source: Field Survey, 2019

Table 7 reveals that two of the listed items are rated as high extents and these are teachers use money as an incentive to arouse students' interest to study more which improve the students' academic performance (\bar{X} = 3.25, SD = 1.08) and students behave well in classroom only when their teacher praise them which enhance academic performance of the students(\bar{X} = 3.40, SD = 0.80).Eight of the items listed are rated as very high extent. These include: teachersreward students when they answer questions in classroom which enhance

students' academic performance ($\bar{X} = 3.85$, $SD = 0.41$); teachers' praise motivate students to behave well in class which improve academic performance of the students ($\bar{X} = 3.63$, $SD = 0.67$); teachers' positive comments arouse students' interest to study which increases academic performance of the students ($\bar{X} = 3.52$, $SD = 0.71$); the display of teachers' interest toward students makes them study hard which help to improve students' academic performance ($\bar{X} = 3.56$, $SD = 0.68$); teachers' sweet comments on notes, test papers motivate students to study hard which enhance academic performance ($\bar{X} = 3.59$, $SD = 0.57$), students study hard to get reward from teachers when they pass test/exam which promotes academic performance of the students ($\bar{X} = 3.51$, $SD = 0.68$); happy expression of teachers when students do well encourage students to perform better academically ($\bar{X} = 3.65$, $SD = 0.84$); students perform well in classroom to get praises from teachers which helps to improve academic performance of the students ($\bar{X} = 3.50$, $SD = 0.80$). The grand mean is 3.55 ($SD = 0.73$) which fall within the range of very high extent

Hypotheses Testing

All the four null hypotheses of the study were tested using independent t-test at 0.05 level of significance. The summary of the test of hypotheses are presented in Tables 8 to 11 as follows:

H₀₁: There is no significant different between the mean rating of rural and urban respondents regarding the extent to which verbal instruction influence academic performance of business studies in secondary schools in Kwara State.

Table 8 **Summary of t-test of the difference between mean responses of rural and urban respondents regarding the influence of verbal instruction on academic performance.**

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Urban	479	3.60	0.67	-0.894	527	0.376	S
Rural	50	3.61	0.64				

Source: Field survey, 2019. $P > 0.05$

Data in Table 8 reveal that there are 479 urban and 50 rural respondents. The rural has higher mean responses (mean = 3.61, SD = 0.64) than the urban respondents (mean = 3.60, SD = 0.60). The test reveals that there are significant difference between the mean responses of urban and rural respondents regarding the influence of verbal instructions on academic performance ($t_{527} = -0.894$, $P = 0.376$). Therefore, the null hypothesis that states that there is no significant difference between the mean ratings of urban and rural respondents regarding the extent to which verbal instructions influence academic performance of business studies students in secondary schools is not rejected. This implies that urban and rural respondents do not differ statistically in their responses regarding the perceived influence of classroom management techniques on the academic performance of business studies students in secondary schools in Kwara State. Though it was a slight difference between their mean responses with rural having higher mean (mean difference = 0.01).

H₀₂: There is no significant difference between the mean ratings of male and female respondents regarding the extent to which instructional supervision influence the academic performance of business studies students in secondary schools in Kwara State.

Table 9 **Summary of t-test of the difference between mean responses of male and female respondents regarding the influence of instructional supervision on the academic performance.**

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	258	3.73	0.52				
				1.985	527	0.480	NS
Female	271	3.68	0.58				

Source: Field survey, 2019. $P > 0.05$

Data in Table 9 reveal that there are 258 male and 271 female respondents. The male respondents have higher mean responses (mean = 3.73, SD = 0.52) than female respondents (means = 3.68, SD = 0.58). The test reveals that there is no significant difference between the mean responses of male and female respondents regarding the influence of instructional supervision on the academic performance ($t_{527} = 1.985$, $P = 0.480$). Therefore, the null hypothesis that states that there is no significant difference between the mean ratings of male and female respondents regarding the extent to which instructional supervision influence academic performance of business studies students in secondary schools in Kwara State is not rejected. This implies that male and female do not differ statistically in their responses regarding the perceived influence of classroom management techniques on the academic performance of business studies students in secondary schools in Kwara State. Though there is a slight difference between their mean responses with male having higher mean but the difference is not statistically significant (mean difference = 0.05).

H₀₃: There is no significant difference between the mean ratings of teachers and students respondents regarding the extent to which corporal punishment influence the academic performance of business studies students in secondary schools in Kwara State.

Table10 **Summary of t-test of the difference between mean responses of teacher and student respondents regarding the influence of corporal punishment on academics performance.**

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Teacher	28	3.55	0.69	0.418	527	0.679	S
Student	501	3.61	0.66				

Source: Field survey,2019. $P > 0.05$

Data in Table 11 reveal that there are 28 teacher and 501 student respondents. The student respondents have higher mean responses (mean = 3.61, SD = 0.66) than teacher respondents (means = 3.55, SD = 0.69). The test reveals that there is a significant difference between the mean responses of teacher and student respondents regarding the influence of corporal punishment on the academic performance ($t_{527} = 0.418$, $P = 0.679$). Therefore, the null hypothesis that states that there is no significant difference between the mean rating of teachers and students respondents regarding the extent to which corporal punishment influence academic performance of business studies students in secondary schools in Kwara State is not rejected. This implies that teachers and students do not differ statistically in their responses regarding the perceived influence of classroom management techniques on the academic performance of business studies students in secondary schools in Kwara State. Though it is a slight difference between their mean responses with students having higher mean (mean difference = 0.06).

H₀₄: There is no significant difference between the mean ratings of teachers and students respondents regarding the extent to which reinforcement influence the academic performance of business studies students in secondary schools in Kwara State.

Table 11 Summary of t-test of the difference between mean responses of teachers and students respondents regarding the influence of reinforcement on the academic performance

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Teacher	28	3.55	0.71	1.035	527	0.310	NS
Student	501	3.55	0.73				

Source: Field survey, 2019. $P > 0.05$

Data in Table 11 revealed that there were 28 teacher and 501 student respondents. The student respondents have the same mean responses (mean = 3.55, SD = 0.71) with teacher respondents (means = 3.55, SD = 0.73). The test reveals that there is no significant difference between the mean responses of teacher and student respondents regarding the influence of corporal punishment on the academic performance ($t_{527} = 1.035$, $P = 0.310$). Therefore, the null hypothesis that states that there is no significant difference between the mean rating of teachers and students respondents regarding the extent to which reinforcement influence academic performance of business studies students in secondary schools in Kwara State is not rejected. This implies that teachers and students do not differ statistically in their responses regarding the perceived influence of classroom management techniques on the academic performance of business studies students in secondary schools in Kwara State. There was a no difference between their mean responses with students having same mean with the teacher.

Summary of Findings

The following are the findings of the study:

1. Verbal instruction has positive influence on the academic performance of the business studies students.

2. Instructional supervision influences the academic performance of the business studies students positively.
3. Corporal punishment highly influences the academic performance of the business studies students positively.
4. Reinforcement has high positive influence on the academic performance of the business studies students.
5. There is no significant difference between the mean ratings of rural and urban respondents regarding the extent to which verbal instruction influence academic performance of business studies students in secondary schools ($t_{527} = -0.894$, $P=0.376$).
6. There is no significant difference between the mean ratings of male and female respondents regarding the extent to which instructional supervision as classroom management technique influence the academic performance of business studies students in secondary schools ($t_{527} = 1.985$, $P = 0.480$).
7. There is no significant difference between the mean ratings of teachers and students respondents regarding the extent to which corporal punishment as classroom management technique influence the academic performance of Business Studies students in secondary schools ($t_{527} = 0.418$, $P = 0.679$).
8. There is no significant difference between the mean ratings of teachers and students respondents regarding the extent to which reinforcement as classroom management technique influence the academic performance of Business Studies students in secondary schools ($t_{527} = 1.035$, $P = 0.310$).

Discussion of findings

The purpose of this study was to determine the perceived influence of classroom management techniques on the academic performance of business studies students in secondary schools. It looked at both teachers and students' perceptions on the perceived influence of classrooms management techniques on academic performance of business studies students in secondary schools. The findings of the study showed positive influence of verbal instruction as classroom management technique on the academic performance of business studies students. This mean that business studies students in junior secondary schools whose teachers give instructions on what to do in the classroom and how to do them perform wonderfully in terms of academic performance.

This result is in line with the views of Okon (2009) who asserted that verbal instruction on what to be done gives students an idea of what is expected of them in the classroom and this help them to behave well. In another perspective, this result also supports the views of Ndiana (2009) who opined that if teachers give directives on how classroom activities should be done; the classroom will be orderly enough for lessons to be effective. This will have positive impact on students' academic performance. The null hypotheses was accepted, there is no significant difference between the mean rating of rural and urban respondents regarding the extent to which verbal instruction influence academic performance of business studies students in secondary schools

The findings of the study also indicated that instructional supervision influence the academic performance of business studies students. This finding showed that instructional supervision helps teachers to actively engage students in the classroom to meet their interests, needs and improve their academic performance. This result is in line with the views of Essien (2009) who asserted that instructional supervision creates an avenue for an interactive session

between teachers and students. This according to Essien (2009) gives teachers the opportunity to discover their students' weaknesses, strengths and talents and render academic assistance when the need arises. The results is also in line with the remarks of Babalola and Ayeni (2009) who stipulated that students will develop keen interest in academic activities if teachers show concern in their academic well-being and encourage them through instructional supervision. This significantly influences students' academic performance and the null hypothesis was accepted. There is no significant difference between the mean ratings of male and female respondents regarding the extent to which instructional supervision as classroom management techniques influence the academic performance of business studies students in secondary schools.

The study also presented the extent to which corporal punishment is perceived to influence the academic performance of business studies students. The result shows that corporal punishment has great influence on students' academic performance as it helps to control the environment, prevent noise and enhance studies. The result is in line with the views of Ukpong (2007), who posited that effective use of corporal punishment produce an orderly classroom setting, which will have a positive impact on students' academic performance. The result is also in line with Etim (2005) who asserted that corporal punishment makes students think twice before committing the same offence. The result is also in support of Ime (2008) who opined that students only respond to corporal punishment. The null hypotheses, there is no significant difference between the mean ratings of teacher and students respondents regarding the extent to which corporal punishment as a classroom management technique influence the academic performance of business studies students in secondary schools was accepted.

The study also revealed the extent to which reinforcement is perceived to influence the academic performance of business studies students. The study revealed that reinforcement enhances the academic performance of business studies students in secondary schools to a high extent. This is in agreement with Magg (2001) who stated that reinforcement is the process in which the teacher encourages positive behaviors of learners to enable them achieves the specific objectives of the lesson. The null hypotheses, there is no significant difference between the mean ratings of teachers and students respondents regarding the extent to which reinforcement as classroom management technique influence the academic performance of Business Studies students in secondary schools was accepted.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter is presented under the following sub-headings:

Summary

Conclusion

Recommendations

Limitation of the study

Suggestion for further study

Summary

This study determined the perceived influence of classroom management techniques on the academic performance of business studies students in secondary school in Kwara State. Four purposes were raised for the study among which included; to determine the extent to which verbal instruction as classroom management techniques influence the academic performance of business studies students in secondary school in Kwara State; determine the extent to which instructional supervision as classroom management technique influence the academic performance of business studies students in secondary schools in Kwara State; determine the extent to which corporal punishment as classroom management techniques influence the academic performance of business studies students in secondary schools in Kwara State. In line with the four purposes, four research questions were raised to guide the study and four research hypotheses also tested at 0.05 level of significant. Descriptive survey design was adopted for the study. A total sample of 529 respondents was selected from total population of 5038. This comprised of 501 students and 28 teachers of junior secondary school in Ilorin South Local Government Area of Kwara State. The sample was drawn proportionately from twenty eight junior secondary schools in Ilorin South LGA. Simple random sampling technique was used in selecting the students. Classroom Management

Techniques and Academic performance Questionnaire (CMTAPQ) which was duly validated was used to collect data for the study. The data collected were analyzed using mean and standards deviation for research questions and independent t-test for hypotheses.

The results of the study were summarized as follows: Verbal instruction as classroom management technique has positive influence on the academic performance of business studies students in secondary school. Also, it was found that instructional supervision as one of the classroom management techniques has positive influence on the academic performance of the students. It was found out that the use of corporal punishment in the classroom as a classroom management technique highly influences the academic performance of the student. The study also revealed that the use of reinforcement on the students also has positive influence on the academic performance of business studies students. The study also revealed that there was no significant difference between the opinions of teachers and students, male and female and urban and rural respondents regarding the influence of classroom management techniques on academic performance of the students.

Conclusions

Based on the findings, it is concluded that effective management of the classroom by teachers enhance teaching and learning of business studies which influence the academic performance of the students. This means that effective control of the classroom and disciplinary measure given to students influence the academic performance of business studies students in secondary schools and these can further have an effect on national economy and growth of the nation.

It is also concluded that verbal instruction as a classroom management technique has positive influence on the academic performance of business studies students in secondary schools, instructional supervision as a classroom management techniques was also perceived

to have positive influence on the academic performance of business studies students in secondary schools. Corporal punishment and reinforcement were also perceived to have positive influence on the academic performance of business studies students in secondary schools.

Recommendations

In view of the result of the study and the conclusions drawn, the following recommendations were made:

1. There is need for Ministries of Education to conduct regular sensitization programmes like seminar, workshop, among others on classroom management techniques for educational stakeholders to know the influence and importance of classroom management in enhancing students' academic performance.
2. There is need for curriculum planners to incorporate classroom management into the curriculum of student teachers right from undergraduate level so as to develop appropriate classroom management skills in the classroom.
3. Business studies teachers should integrate criticalclassroom management techniques to make their classes interesting, motivate the students and help the students to develop positive attitude toward learning to enhance academic performance of business studies students.
4. There is need for school management to also encourage teachers to use at least two or more classroom management techniques in the classroom to enhance academic performance of business studies students.

Limitation of the Study

The limitations to the study centers on the procedure for data collections.Despite thorough explanations made by the researcher and research assistants concerning the filling

of the questionnaire, some students had difficulty filling the questionnaire properly. In spite of these limitations in conducting this study, the researcher was of the opinion that these limitations did not significantly affect the quality of the study.

Suggestion for Further Study

1. A similar study can be conducted for commercial students in senior secondary schools in the state.
2. Similar studies can also be conducted in other Local Government Areas in the State and in another State in Nigeria for comparison of the findings.
3. The study can also be conducted on University students
4. The new researcher may research on different other management techniques which are used in classrooms with students and academic performance.

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APPENDIX A

APPENDIX B

Department of Business and Entrepreneurship
Education
College of Education,
Kwara State University, Malete.
Date -----

Dear Sir,

REQUEST FOR FACE AND CONTENT VALIDATION OF RESEARCH INSTRUMENT

I am a postgraduate student of Business Education in the Department of Business and Entrepreneurship Education, Kwara State University, Malete. I am presently carrying out a research on “Perceived influence of classroom management techniques on the academic performance of business studies students in secondary schools in Kwara State.

I sincerely hope you will consent to carry out face and content validation of the attached draft copies of the (CMTAPQ) as your validation will be useful in this research, which is purely for academic purpose.

Thanks for your cooperation.

Yours faithfully,

Motunrayo Janet Aransiola
RESEARCHER

APPENDIX C

APPENDIX D

QUESTIONNAIRE

Department of Business and Entrepreneurship
Education
College of Education,
Kwara State University, Malete.
1st May, 2018

Dear Respondent,

I am Msc students carrying out a research work on the “Perceived Influence of Classroom Management Techniques on the Academic Performance of Business Studies Students in Secondary Schools in Kwara State”. Please kindly provide all necessary information appropriately. All information provided will be used strictly for academics purpose and treated confidentially. Kindly read through the instruction provided before addressing the questions.

Thank you for your prompt and accurate response.

MOTUNRAYO JANET ARANSIOLA

16/27/MBE006

Classroom Management Techniques and Academic Performance Questionnaire (CMTAPQ)

PART A: Personal Data of Respondents (Please Tick (✓) or Write appropriately)

Gender: Male () Female ()

Name of School: _____

Location of School: Urban () Rural ()

Status: Teacher () Student ()

PART B

Instruction: please tick (✓) under the column that best fits your opinion on each of the items in section A-D. The response options are

VHE = Very High Extent

HE = High Extent

LE = Low Extent

VLE = Very Low Extent

Section A

Perceived influence of verbal instruction on academic performance of business studies students in secondary schools. Please tick appropriately

S/N	ITEMS	VHE	HE	LE	VLE
1.	Teachers instruct students on what to be done in the classroom to avoid disturbance in the classroom which help the academic performance of the students.				
2.	Teacher takes time to stress on disciplinary rules and regulations of the classroom to ensure orderliness in the classroom which lead to improvement in academic performance.				
3.	Teacher gives directives on when students should discuss in the classroom to reduce noise which enhance				

	academics performance.				
4.	Teacher instructs students on when students should start writing during lesson periods so that students do not lose focus to improve academic performance.				
5.	Teacher gives directive on how learners should submit assignments quietly without disturbing the class which helps the academic performance of the students.				
6.	Teacher uses soft voice rather than raising his/her voice to correct students so as not cause distraction to other students which improve the students' academic performance.				
7.	Teacher uses students' names as low-profile correction of particular behaviour which enhances the academic performance of the students.				
8.	Teacher speaks clearly and pauses appropriately when giving instructions to the students for better understanding which helps in improve students' academic performance.				
9.	Teacher gains the attention of the students before passing out instruction to avoid confusion which enhance academic performance of the students				
10.	Teacher instructs students to raise their hands when they want to answer and ask questions in the classroom to encourage orderliness which improve student academic performance.				

SECTION B

Perceived influence of instructional supervision on the academic performance of business studies students in secondary schools.

S/N	ITEMS	VHE	HE	LE	VLE
1.	Teacher always goes round the classroom to ensure that students are actively participating in learning activities which improve students' academic performance.				
2.	While teaching, teacher moves round the classroom to spot out learners who make noise which enhance academic performance of the students.				
3.	Teacher always goes around the classroom to check if students are coping notes which helps students' academic performance.				
4.	While teaching teacher inspects students who are disturbing the class.				
5.	Teacher checks during test/exam for exam malpractice which discourages poor academic performance.				
6.	While teaching teacher inspects the activities of the students to ensure that everybody is carried along which helps to increase academic performance of the students.				
7.	Teacher inspects the learning materials of the students to verify if they are useful and relevance to the subject which encourage good academic performance of the students.				
8.	Teacher mark and check every assignments given to the students which enhance student academic performance.				
9	Teacher compulsory learning material e.g textbooks, notebooks, e.t.c for every student to improve academic performance of the students.				

10	Teacher marking and supervising students note and assignment reduce lazy of the student which encourages good academic performance.				
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SECTION C

Perceived influence of corporal punishment on the academic performance of business studies students in secondary schools.

S/N	ITEMS	VHE	HE	LE	VLE
1.	Teacher's strict punishment toward those that fail to copy their notes makes me to copy my notes to date which enhance good academic performance.				
2.	Students don't miss lectures to avoid punishment from their teacher which improve academic performance of the students.				
3.	Teacher sends student out of the classroom when they disturb during the lesson periods which promotes students' academic performance.				
4.	Teacher punishes students when they fail to submit their assignment which encourages good academic performance.				
5.	Students are punished anytime they disturb the learning process of other students which enhance academic performance of the students.				
6.	Students study hard to avoid punishment from teacher when they fail which helps to improve students' academic performance.				
7.	Punishments are given to students that cannot answer the questions in classroom so students listen attentively during lecture.				
8.	Teacher punishes students when they fail their tests which improve academic performance of the students.				
9.	Students behave well in classroom only when they are punished by their teacher which promotes academic				

	performance.				
10.	Students don't disturb other students in the classroom to avoid punishment from their teacher which helps academic performance.				

SECTION D

Perceived influence of reinforcement on the academic performance of business studies students in secondary schools.

S/N	ITEMS	VHE	HE	LE	VLE
1.	Teacher rewards students when they answer question in classroom which enhance students' academic performance.				
2.	Teacher's praise motivates students to behave well in class which improve academic performance of the students				
3.	Teacher's positive spoken comments arouse students' interest to study hard which increase academic performance of the students.				
4.	The display of teacher's interest toward students makes them study hard which help to improve students' academic performance.				
5.	Teacher's sweet comments on notes, test papers motivate students to study hard which enhance academics performance.				
6.	Student study hard to get reward from teacher when they pass test/exam which promotes academic performance of the students.				
7.	Happy expression of the teacher when student do well encourage students to perform better academically.				
8.	Teacher uses money as an incentive to arouse students' interest to study more which help to improve student academic performance.				
9.	Students behave well in classroom only when				

	their teacher praises them which enhance academic performance of the students.				
10.	Students perform well in classroom study to get praise by teacher which helps to improve academic performance of the students.				

Thanks for Co-operation

APPENDIX E

Table 1 Population for the Study

S/N	NAME OF SCHOOLS	NO. OF STUDENTS	NO. OF TEACHERS
1.	Agbabiaka Junior Sec. Sch.	111	1
2.	Ansarul Islam Junior Sec. Sch.Ogidi	223	1
3.	AnsarulIslam Junior Sec.Sch.OkeAluko	77	1
4.	AkataOshode Junior Sec. Sch.	209	1
5.	Bishop Smith Junior Sec. Sch.	369	1
6.	Danialu Junior Sec. Sch.	0	0
7.	Ero – Omo Junior Sec. Sch.	160	1
8.	Fate – Basin Junior Sec. Sch.	177	1
9.	Fufu Junior Sec. Sch.	15	1
10	GaaAkanbi Junior Sec. Sch.	341	1
11	GbagbaKulende Junior Sec. Sch.	0	0
12.	Government Technical college	105	1
13.	Ilotapaola Junior Sec. Sch.	7	1
14.	Kilanko Junior Sec. Sch.	0	1
15.	Kulende Junior Sec. Sch.	229	1
16.	Muyideen Arabic Junior Sec. Sch.	118	1
17.	OkeAdini Junior Sec. Sch.	133	1
18.	OkeAluko Junior Sec. Sch.	271	1
19.	Okekere Junior Sec. Sch.	373	1
20.	Okesuna Junior Sec. Sch.	370	1

21.	Olunlade Junior Sec. Sch.	207	1
22	Omode Junior Sec. Sch.	25	1
23.	Opolo Junior Sec. Sch.	173	1
24.	Sango Junior Sec. Sch.	249	1
25.	Sheikh Abdulsalam Junior Sec. Sch.	296	1
26.	SobiAlagbado Junior Sec. Sch.	79	1
27.	St. William's RCM Junior Sec. Sch.	140	1
28.	Tanke Junior Sec. Sch.	171	1
29.	Taoheed Junior Sec. Sch.	114	1
30	Unilorin Junior Sec. Sch.	22	1
31.	United Junior Sec. Sch.	246	1
TOTAL		5010	28

Source: Ilorin South Local Government, Pake. (2018)

Table 2 Sample Size of the Study

S/N	NAME OF SCHOOLS	NO. OF STUDENTS	NO OF TEACHER
1.	Agbabiaka Junior Sec. Sch.	11	1
2.	AnsarulIslamJunior Sec. Sch.Ogidi	22	1
3.	AnsarulIslam Junior Sec. Sch.OkeAluko	8	1
4.	AkataOshode Junior Sec. Sch.	21	1
5.	Bishop Smith Junior Sec. Sch.	37	1
6.	Danialu Junior Sec. Sch.	0	0
7.	Ero – Omo Junior Sec. Sch.	16	1

8.	Fate – Basin Junior Sec. Sch.	18	1
9.	Fufu Junior Sec. Sch.	2	1
10	GaaAkanbi Junior Sec. Sch.	34	1
11	GbagbaKulende Junior Sec. Sch.	0	0
12.	Government Technical college	11	1
13.	IlotApaola Junior Sec. Sch.	1	1
14.	Kilanko Junior Sec. Sch.	00	
15.	Kulende Junior Sec. Sch.	23	1
16.	Muyideen Arabic Junior Sec. Sch.	12	1
17.	OkeAdini Junior Sec. Sch.	13	1
18.	OkeAluko Junior Sec. Sch.	27	1
19.	Okekere Junior Sec. Sch.	37	1
20.	Okesuna Junior Sec. Sch.	37	1
21.	Olunlade Junior Sec. Sch.	21	1
22	Omode Junior Sec. Sch.	3	1
23.	Opolo Junior Sec. Sch.	17	1
24.	Sango Junior Sec. Sch.	25	1
25.	Sheikh Abdulsalam Junior Sec. Sch.	30	1
26.	SobiAlagbado Junior Sec. Sch.	8	1
27.	St. William's RCM Junior Sec. Sch.	14	1
28.	Tanke Junior Sec. Sch.	17	1
29.	Taoheed Junior Sec. Sch.	11	1

			89
30	Unilorin Junior Sec. Sch.	2	1
31.	United Junior Sec. Sch.	25	1
	TOTAL	501	28

APPENDIX F

Reliability Statistics

```
RELIABILITY
  /VARIABLES=a1 a2 a3 a4 a5 a6 a7 b1 b2 b3 b4 b5 b6 b7 c1 c2 c3 c4 c5 c6 c7
c8 c9 c10 d1 d2 d3 d4 d5 d6 d7 d8 d9 d10
  /SCALE('ALL VARIABLES') ALL
  /MODEL=SPLIT.
```

Reliability

[DataSet0] C:\Users\APEC\Desktop\t.sav

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.642
		N of Items	17 ^a
	Part 2	Value	.687
		N of Items	17 ^b
	Total N of Items		34
	Correlation Between Forms		.785
Spearman-Brown Coefficient	Equal Length		.880
	Unequal Length		.880
Guttman Split-Half Coefficient			.879

APPENDIX G

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