
**CLASSROOM MANAGEMENT APPROACHES
AND EFFECTIVE TEACHING OF SOCIAL
STUDIES IN ONDO WEST LOCAL
GOVERNMENT, ONDO STATE, NIGERIA**

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Abstract

A teacher's duties include classroom management, which includes setting the stage for instruction, establishing and communicating procedures, facilitating a positive learning environment, and monitoring student conduct. This study examines various classroom management approaches used by secondary school teachers during the teaching of Social Studies in Ondo West Local government Area, Ondo State, Nigeria. The descriptive and inferential statistics of the purposive type of design was used in the work. A total of 100 teachers from twenty-five (25) secondary schools were selected using the stratified random sampling technique for the study. Two hypotheses were formulated for the study, the null and alternative hypotheses. The instrument used for data collection was analysed using frequency, tables and Pearson Correlation analysis to test the hypothesis formulated for the study at 0.05 level of significance $r = -0.9$, (r) is -0.6 . Findings showed that the classroom management approach used has no effect on the effective teaching of Social Studies in the study area; also there is no relationship between the impact of class

management and effective teaching in the study area. It was recommended, among others, that teachers should ensure improvement in teaching standards by embarking on regular intensive training and retraining in pedagogy.

Keywords: Classroom, Management, Teaching, School, Social Studies

Introduction

Education is a social process that engenders capacity building, socialisation, social integration, development and preservation of the society. Ajibefun and Olaniran (2020), opine that education is the most fundamental kind of protection against poverty. Furthermore, education equips individuals of all ages with the information, abilities, and self-assurance they need to actualize a brighter future. Education, which involves teaching and learning of skills, knowledge and values, is not only acknowledged all over the world as the foundation of any structure for the long-term growth of any nation, but it is also seen as the cornerstone of any construction. Teaching is not about exerting control over students; rather, it is about collaborating with them to learn, develop, and thrive as a group. It is important to note that academic achievement is contingent upon the right relationship that exists between the classroom's instructors and their charges. Therefore, the classroom should be a place where emotions are expressed freely and instructor and students must collaborate effectively and have healthy connections with one another. According to Ba'ar (2003), a classroom atmosphere should be such that students and teachers share knowledge and experiences through a variety of ways of communication in order to achieve the expected educational aims. The classroom is a very significant component of the school's physical planning, and it was created with the goal of achieving outstanding teaching and learning in order to raise the educational bar. The classroom should be a caring environment and an ideal setting where the expectations, quality, and standards of education should be upheld. When high-quality

contacts, facilitation, and pedagogical instructions between teachers and students are not available, a disruptive environment develops. Students' organisational strategies for learning and instructors' philosophies and pedagogical approaches to teaching are less important than the effect of this disruptive environment. This is because actors have a harder time concentrating in this setting.

The key to successful academic achievement, pleasurable experience, satisfaction and the achievement of desired outcomes in education are fostered by the classroom environment and efficient classroom management. Teachers bear the primary responsibility for ensuring that the activities that take place in the classroom are geared in the right direction to achieve the goals that have been established. Therefore, it is possible to state that in order for a teacher to fulfil their role as an effective classroom manager, they are expected to organise and maintain learning, determine and teach the classroom rules and procedures, prepare the classroom for education, and ensure that students behave in an appropriate manner. Inevitably, students display a low level of disruptive behaviours while showing a high level of attention in the activity that has been assigned to them in a classroom that is successfully managed, and the majority of the time that is allotted for instruction is used for instructional objectives.

It is important to note that effective classroom management not only ensures that effective instruction will be delivered, but it also helps to foster classroom interactive relationship between the teacher and the learner by improving the teaching-learning process, fertilisation of ideas, and clarification of difficult topics and misunderstood concepts. This is because effective classroom management not only guarantees effective instruction delivery, but it also helps to foster a classroom interactive relationship between the teacher and the learner. On the other hand, teachers who have trouble maintaining order in the classroom rarely achieve their instructional goals and frequently exhibit signs of stress and burnout. This is because maintaining order in the classroom is notoriously difficult and it will be difficult to effectively manage students.

Teaching does not involve exercising control over students but rather collaborating with them to achieve common goals of learning, development, and achievement. If the relationship between the teacher and the students in the classroom is strong, then the classroom can become a place where everyone can feel comfortable expressing their emotions and working together. The close relationships and mutual guidance that exist between students and teachers are essential to the achievement of students in their academic pursuits. Therefore, the idea of classroom management is strongly tied to academic accomplishment, the sense of effectiveness that teachers have, and the behaviour of both teachers and students. This made Ritu (2015) to opine that classroom management is the process of managing a classroom.

The lack of discipline among students has long been seen as one of the most significant challenges facing educators as they strive to improve classroom instruction. With the right classroom management strategies, it's possible to not only gain students' respect and compliance but also create a stimulating setting for instruction. Classroom management is a multi-faceted task that requires more than just the tried-and-true techniques for dealing with misbehaving kids. What this means is that classroom management is more than just enforcing rules and punishing bad behaviour. Teachers need to plan and execute lessons in ways that broaden students' opportunities to learn, and they should use group management strategies that encourage active student engagement in class work. At the end of the day, it is the job of educators to promote positive relationships not just between students but also between themselves.

According to Pederson-Seelye (2011), an effective procedure for managing a classroom promotes independent learning and success for all students in the classroom, which results in an environment that is productive, orderly, and pleasant. The classroom procedure could be utilised to provide consistent momentum or transitions (Verstraet, 2014) and Lorenz (2015) came up with some suggestions in order to improve classroom management and achieve better results. These actions include: Greeting the students as they wait outside the classroom door is

the first step in this process. This suggests that you have shown the students that you are interested in interacting with them, which is a positive demonstration on your part. Before beginning teaching, the teacher should make sure that everyone is paying attention, and he/she must present the class rules and consequences for behaviours that are not acceptable, and take attendance of students after presenting the rule for the classroom you are responsible for managing.

In most cases, people believe that attending school is necessary because it is an essential component of the overall social system that a society has. The school is able to fulfil its role as an educational institution and live up to its responsibility when it helps students acquire the knowledge, skills, and attitudes necessary to succeed in accordance with the goals and guiding principles of the educational system. Correct curriculum development, implementation of effective teaching practises, and continuous improvement of these methods all depend on teachers being able to manage their classrooms efficiently. As a result, it's crucial to keep the classroom under control at all times. Success in the classroom can be defined as the result of deliberate efforts by teachers to cultivate conditions that are conducive to students' mastery of established learning objectives. Numerous strategies exist for doing this. It might also be thought of as the methods and tools that teachers use to engage their pupils and foster growth in their classrooms. It seems like it would be helpful if educator preparation programmes invested more time and energy into ensuring that teachers and administrators understood how to run their classes smoothly. The goal is to give every child with the best education possible. Berliver (1988) and Brophy and Good (1990) found that a decrease in academic engagement involving clear was directly related to an increase in the amount of time teachers spent correcting inappropriate classroom behavior.

Class management, as defined by Everton and Weinstein (2006), is the methods employed by educators to create a learning environment that fosters students' intellectual and emotional growth. Brophy (2006) defines classroom management as the procedures employed to establish and sustain an atmosphere

beneficial to teaching and learning. Responsibility for the physical environment, the establishment of rules and procedures, the maintenance of students' focus during class and extracurricular activities, and other similar tasks all fall under this umbrella. Igbacha (2014) defines classroom management as the process of arranging and directing students and classroom resources toward the achievement of learning objectives. On the other hand, it is plausible to conclude from the definitions provided thus far that the art of managing a classroom includes all of the responsibilities of a classroom instructor. Such tasks include, but are not limited to, preparing and delivering lessons, setting up and maintaining classroom space, arranging and facilitating student participation in learning activities, organising and maintaining instructional materials, and modelling appropriate classroom behaviour. The use of disciplinary actions against misbehaving pupils is merely one component of efficient classroom management. Instead, efforts should be made to foster an encouraging atmosphere conducive to learning and to establish proactive strategies for preventing issues before they even arise.

National Council for the Social Studies (1994) states that the major goal of Social Studies education is to help students become "educated and reasoned decision-makers for the public benefit" as members of a multicultural, interconnected, democratic society. However, efficient classroom administration is essential for reaching the primary objective. This is due to the fact that a well-run school is more conducive to productive learning since it enhances the happiness of both students and instructors, boosts academic achievement, and reduces administrative burdens. It is on this premise that this study examined class room management for effective teaching of Social Studies in Ondo West Local Government Area of Ondo State, Nigeria.

Objectives of the Study

The broad objective of the study is to examine the effects of classroom management approaches on the effective teaching of Social Studies in Ondo West Local Government Area of Ondo State, Nigeria. Specifically, the study:

- i. examined various classroom management approaches used by secondary school teachers during teaching of Social Studies in Ondo West Local Government Area of Ondo State, Nigeria; and
- ii. determined the effects of classroom management on effective teaching of Social Studies in secondary schools in Ondo West Local Government Area of Ondo State, Nigeria.

Research Questions

The following research questions were raised to guide the study:

- I. What are the various class room management approaches used by secondary school teachers during the teaching of Social Studies in Ondo West Local Government Area of Ondo State?
- ii. What effects does class room management have on the effective teaching of Social Studies in secondary schools in Ondo West Local Government Area of Ondo state

Hypotheses

H₁: There is no significant relationship between various class room management and the approach used by secondary school teachers during the teaching of Social Studies in Ondo West Local Government Area of Ondo State; and

H₂: There is no significant relationship between class room management and effective teaching of Social Studies in secondary schools in Ondo West Local Government Area of Ondo State.

Methods

The study adopted correlational research design to examine the relationship between variables. The population of this study consisted of Social Studies teachers in Ondo West Local Government Area of Ondo State. The sample size for this study comprised one hundred (100) teachers in twenty-five (25) secondary schools in Ondo West Local Government Area of Ondo

State. Stratified random sampling technique was used to select the samples for the study. There are 2600 teachers in Ondo West as of 2022, and the number of teachers in selected schools as of 2022 is 650. Per school for the 25 schools is 26 teachers, $25 \times 26 = 650$. To get the number of Social Studies teachers per school is total population of teachers in Ondo West divided by the total number of teachers in the selected 25 schools which is $2400/650 = 4$. To get the total population of Social Studies teachers in the schools is equal to $4 \times 25 = 100$. Collected data from the field was analysed using frequency count, tables and Pearson Correlation analysis to test the hypothesis formulated for the study at 0.05 level of significance.

Results

Research Question 1: What are various classroom management approaches used by secondary school teachers during the teaching of Social Studies in Ondo West Local Government Area of Ondo State?

Table 1: Analysis of the Classroom Management Approaches of Secondary School Teachers in the teaching of Social Studies

SN	Items	Yes %	No %	Total%
1.	Do you usually go to classroom with cane to flog disobedient students during teaching and learning process?	80 (80.0)	20 (20.0)	100(100.0)
2.	Do you usually punish students who want to disturb your classroom mactivities?	95 (95.0)	5 (5.0)	
3.	Do you usually appoint class captain to write noise makers during classroom teaching and learning process?	35 (35.0)	65 (65.0)	
4.	Were you able to move around students' seats during teaching and learning process?	98 (98.0)	2 (2.0)	
5.	Do you usually go to classroom to teach with instructional materials?	70 (70.0)	30 (30.0)	
6.	Do you ensure all students write their note during teaching process?	60 (60.0)	40 (40.0)	
7.	Do you usually give students assignment after every classroom activity?	16 (16.0)	84 (84.0)	
8.	Do you usually allow students to ask			

	questions and responds to them questions during classroom activities?	90 (90.0)	10 (10.0)
9.	Do you usually reinforce students with gifts when they performed brilliantly in your subject?	75 (75.0)	25 (25.0)
10.	Do you usually go to classroom with prepared lesson note to teach Social Studies?	98 (98.0)	2 (2.0)
	Total	717(71.7)	283(28.3)

Source: Authors Computation, July 2022

Table 1: Indicated that 98% of the respondents revealed that teacher moved round the students’ seats during teaching and learning; and also go to classroom with prepared lesson note were effective as most of the classroom management approaches.

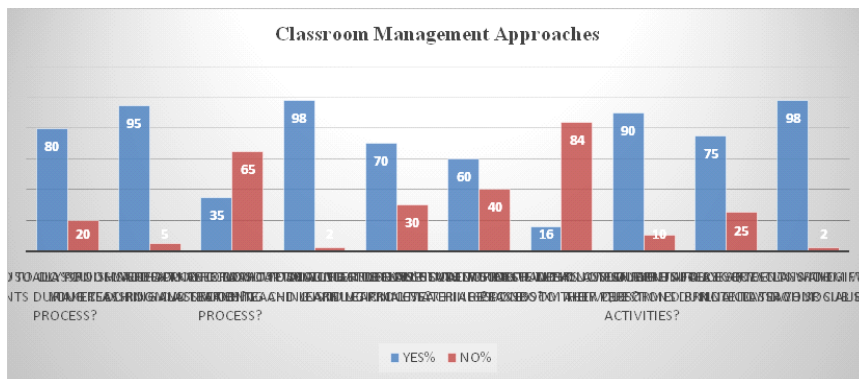


Figure I: Classroom Management Approaches of Secondary School Teachers in Teaching Social Studies

Hypothesis 1:

H₀1: There is no significant relationship between various classroom management approaches and the approach used by secondary school teachers during teaching of Social Studies in Ondo West Local Government Area of Ondo State

Table 2: Relationship between various classroom management and the approach used by secondary school teachers

Classroom management and Approach	Mean	Standard Dev	N	r-cal	p-value	df
Yes	71.7	27.74	100	-0.9	0.005	98
No	28.3	27.74				

*P<0.05

From the table 2 result, it could be deduced that the r-calvalue (-0.9) which tends toward non relationship between the classroom management and the approach used in teaching the students, This means that there is no relationship between classroom management and the approach applied in teaching Social Studies students in the study area. The alt hypothesis is rejected of which r equals to -0.9 which tends towards negative. Therefore, there exists no significant relationship between various classroom management and the teaching approach used by secondary school teachers during teaching of Social Studies.

Research Question 2: What effects does classroom management have on the effective teaching of Social Studies in secondary schools in Ondo West Local Government Area of Ondo State.

Table 3: Analysis of the effects of Classroom Management on Effective Teaching of Social Studies in Secondary Schools

S/N	Items	Yes %	No %	Total%
11.	Does a well-managed classroom ensure active participation of students during Social Studies class?	98(98.0)	2 (2.0)	100(100.0)
12.	Does a well-manage classroom give room for effective use of instructional materials during Social Studies classroom activities?	70(70.0)	30(30.0)	
13.	Does teacher-students relationship foster a well managed classroom?	87(87.0)	13(13.0)	
14.	Do students experience improved academic performance in a well-managed classroom?	60(60.0)	40(40.0)	
15.	Does poor classroom management distract students from concentrating on their studies?	97(97.0)	3(3.0)	
16.	Does properly managed classroom foster social and emotional development of the learners?	62(62.0)	38(38.0)	
17.	Does effective classroom management promote positive interactions between students and decreases bullying among them?	55(55.0)	45(45.0)	
18.	Does overpraising of students for expected behaviours results in lower expectation?	52(52.0)	48(48.0)	
19.	Does poor managed classroom lead to teacher's stress?	96(96.0)	4(4.0)	
20.	Does effective classroom management enable teacher to identify students' learning needs and aspirations?	89(89.0)	11(11.0)	
	Total	766(76.6)	224(23.4)	234(23.4)

Source: Authors' Computation, July 2022

Table 3 indicated that 98% of the respondents revealed that well-management classroom ensured active participation of students during Social Studies classroom; 97% of the respondents revealed that poor management distracts students from concentrating on their studies and poor managed classroom lead to teachers' stress.

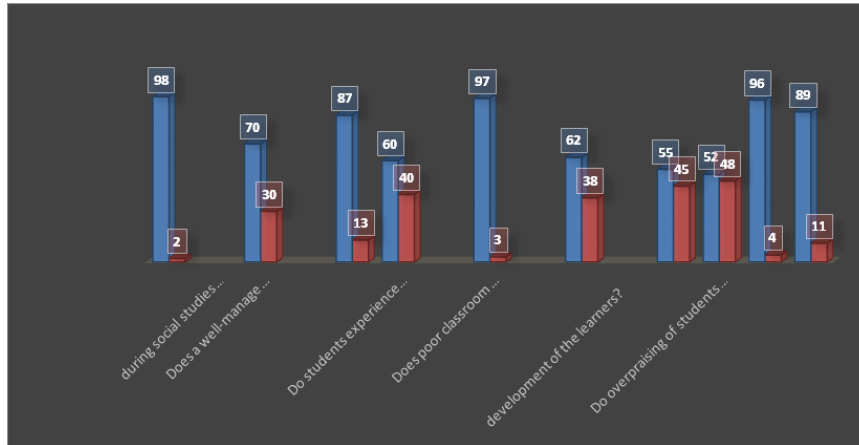


Figure II: Extent Impact of Classroom Management on Effective Teaching of Social Studies in Secondary School

Hypothesis Testing

H₀₂: There is no significant relationship between classroom management and effective teaching of Social Studies in secondary schools in Ondo West Local Government Area of Ondo State

Table 4: Relationship between classroom management and effective teaching of Social Studies in secondary schools

Class Management and Effective Teaching	Mean	SD	N	r-cal	p-value	df
Yes	76.6	27.27	100	-0.6	0.005	98
No	23.4	17.63				

*P<0.05

From table 4 result, it could be deduced that the r-calvalue equals to -0.6 at 0.05 level of significant. However, since the calculated value is negative and greater than -0.1 the alternative hypothesis is rejected and conclusion could be made that there exists no

significant relationship between classroom management and effective teaching of Social Studies in secondary schools.

Discussions

From the finding of the study, it could be deduced that the effect of classroom management on the effective teaching of Social Studies in secondary schools cannot be overemphasized. It was revealed that there is no significant relationship between the various classroom management strategies and the teaching approach used by secondary school teachers during the teaching of Social Studies. This implies that Social Studies teachers do not usually go to the classroom with a cane to flog disobedient students during the teaching and learning process and usually not punishing students who want to disturb their classroom activities. Also, teachers were unable to move around students' seats during the teaching and learning process; they usually go to the classroom to teach with instructional materials, ensure all students write their notes during the teaching process, and usually allow students to ask questions and respond to their questions during classroom activities, usually not reinforcing students with gifts when they performed brilliantly in their subject and usually go to a classroom with prepared lesson note to teach Social Studies. This finding is buttressed by Özel and Bayindir (2008). They opined that for effective classroom management and creation of an appropriate learning environment, the teacher should show how to behave in the classroom and achieve learner awareness. The work of managing a classroom requires a separate skill and knowledge accumulation. For this reason, teachers' classroom management understandings and practising steps related to these understandings affect teaching process, students learning experiences and their classroom management styles.

Furthermore, it was revealed from the finding that there exists no significant relationship between classroom management and effective teaching of Social Studies in secondary schools in the study area. This implies that effective classroom management had no significant impact on the effective teaching and learning of

Social Studies in the study area. The study revealed that no well-managed classroom ensures non active participation of students, doesn't give room for effective use of instructional materials during classroom activities, which are in variance with fostering teacher-students relationship, improve students' academic performance, fostering social and emotional development of the learners, promotion of positive interactions between students and increases bully among them and does not enable teacher to identify students' learning needs and aspirations. On the other hand, poor classroom management distract students from concentrating on their studies, overpraising of students for expected behaviours results in lower expectation and that poor managed classroom leads to teacher's stress. This finding is supported by Everton and Weinstein (2006). They opined that classroom management is described as teachers' actions to create a supportive environment for students' academic and socio-emotional learning.

From their vantage point, effective classroom management entails instructors creating a learning environment where all kids may thrive academically and emotionally. Igbacha (2014) supported this view that effective classroom management encompasses all the functions of a classroom teacher in instructional procedure, such as lesson planning and presentation, organization of the classroom facilities, coordination of learning activities, management of instructional materials and leading by example. However, when a teacher teaches the students in an unmanaged classroom without involving them in activities, it encourages the students to be less attentive to their studies. Thus, the conscious efforts of the students to answer questions or participate in classroom discussions endorse the extent of learning experiences the students have received (Ihebereme, 2013).

Conclusion

This study examines classroom management approach and its effects on effective teaching of Social Studies. It could be concluded from this study that a classroom is considered the environment where students and teachers share their knowledge

and experiences via various means of communication with the aim of reaching educational purposes with an appropriate configuration through the utilisation of an optimal set-up.

Recommendations

Teachers are the bed rock of the nation, they should ensure the improvement of teaching standards by embarking on regular intensive training and retraining in pedagogy if there is going to be an effect, therefore, they should also ensure that lesson notes are well prepared with the consideration of the ability and interest levels of learners. Since Social Studies teachers ensure that there should be another method of seat arrangement of the class in an orderly manner, to ease the chance of getting to any part of the class without obstruction. To have a good relationship, class management approach such as punishment that would be given by a teacher should serve to educate the offender against the future. This implies that a teacher should be strict, firm but kind to his student. Also, a teacher should always be cheerful in his classroom; even if he is not in a good state of mind or body, he should not let his emotional and physical state become apparent to the extent of spoiling or ruining the lesson for his class.

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