

TITLE PAGE

**PERCEIVED IMPACT OF THE ENVIRONMENT ON TEACHERS'
CLASSROOM MANAGEMENT IN IKORODU EDUCATION
ZONE OF LAGOS STATE**

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BY

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DEDICATION

This research study is dedicated to Almighty God and to my mother.

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It is very difficult for me to acknowledge all those who provided assistance and encouragement towards the production of this thesis to God Almighty be the glory for the successful completion of this study and for His protection over me.

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Abstract

This study examined the impact of environment on teachers' classroom management in secondary schools in Ilorodu Education Zone of Lagos State. Four research questions and two null hypotheses were stated to guide this study. The study adopted a descriptive survey design. The population consisted of one thousand four hundred teachers out of which forty were selected by random sampling. A structured questionnaire named the school environment and teacher's classroom management questionnaire (SETCMQ) was developed, validated and used for the study, after ascertaining its reliability using Crobach Alpha reliability coefficient. Standard deviation and mean were used in analyzing the data collected for this study. The result of the study among others indicated that school plant, school climate, class size and students' activities has an influence on teachers' classroom management to a large extent. Educational implication of this include performance level on the part of teachers and consequently law achievement on the part of students. Recommendations were made on how to improve the environmental factors in order to improve teachers' classroom management which will invariably improve students' academic achievement.

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CHAPTER ONE

INTRODUCTION

Background to the Study

There are many factors that influence teachers' classroom management, such factors include the curriculum, finance, politics, government policies, leadership, teachers' qualification, society, and the school environment. Akinola (2004).

This study aims to look at the impact of the school environment on teachers' classroom management in achieving the stated goals and objectives of formal education in secondary schools, in Ikorodu Local Government Area. The school environment is chosen because it is where the teachers and students interact i.e. having formal contact as teaching and learning take place in the school. Odeh (2003).

Learning has been defined as a permanent change in behavior evident in the change in performance through teaching, training, practice and experience. Learning is a complex interactional process which involves many variables that interact between one another to bring about the desired changes. One of the variables is the environment. The role played by environment in human life is so much that many educators, psychologists and sociologists have researched into and revealed that environment play

an all encompassing role in shaping the lives of an organism. Ajetunmobi T.O. (2001).

Environment can be explained as consisting of all the extrinsic and intrinsic factors, which jointly and severally affect in totality, the life of an organism. As a human being, it refers to the surrounding i.e. physical, material, psychical, and psychological conditions in which a growing and developing child finds himself. Ajetunmobi(2001). He also explains that environment encompasses any and every influence which an individual comes into contact with after the hereditary pattern has been received through the germ plasma. Environment includes the effect of training trial and error learning, influence of the home, school, neighbourhood, hospital, church, playground, climate, geographical location and anything that stimulates the senses in any way.

Considering the environmental factors listed above, Odeh (2003) concluded that the three major kinds of environment which shape the growth, development and performance of an individual are the physical, social and emotional including the psychic and psychological. He also stated that there is a direct relationship between the environment and the intellectual development/performance of an individual inspite of hereditary germ plasma. This relationship determines to a great extent the ability of the

teacher to effectively impact knowledge on the student leading to the three learning domains - cognitive, affective and psychomotor domains. According to Odeh (2003) achievement of the student as a result of the performance of the teacher. It is therefore important to note that environment may play a positive or negative role in the performance of an individual depending on the quality and stability of the environment in question.

The school environment is the overall structure and surroundings where teaching and learning programme operates within the educational institution. The reason for any learning activity is to ensure in the learner a permanent change in desirable behavior, (Nwadiani 2000). This change in behavior occurs within a given context or surroundings. These structural surroundings especially the conditions and influence in which a learner comes into contact with, result in a series of complex interactions which ensures a relative permanent change in behavior is referred to as school environment. The formal school environment is a *built* type, i.e. it is institutionalized instructional programme and learning strategies are organized within the four walls of the school system. The school environment includes school plants facilities, school climate, tone of the school, students activities, class size, relationships among school authorities, instructional materials and methods.

According to Olukoya (2003), most of the public schools in Lagos State are caricatures of their old images as far as infrastructure is concerned. Well- equipped and spacious libraries, standard physic, chemistry, biology laboratories, introductory technology workshops and sports equipment among others are all a sine-qua-non for modern scientific education. In Ikorodu Local Government Schools according to Odeh (2003), seats and desks that are basic classroom requirement are insufficient and in some schools pupils are sitting on ramshackle furniture and some, even, on bare floor, most schools lack staff rooms without teachers furniture. Some schools in Ikorodu are sited near markets and motor parks, often characterized with noisy environment. The implication of the schools located near markets and motor parks is that the loud noise that are characteristics of these public places are great barriers to communication which invariably is an agent of learning.

The Lagos State Ministry of Education Year Book (1997) stated that most secondary schools in Lagos State were build in 1991 (almost twenty years ago). Classroom are dilapidated, overpopulated, uncompleted without doors and windows (popularly referred to as óJakande building), chair and tables are not enough for both teachers and learners, leaking roofs are common sites in schools. Instructional materials are lacking and teachers

are in short supply with low morale due to lack of motivation. Equipment are outdated and inadequate and the tone of the school is low.

A publication in the post Primary Teaching Service Commission (PPTESCOM) Bulletin (1999) on the report of an assessment committee on public schools in Lagos State supported the year book and that among others the infrastructure and other facilities in most of the schools have deteriorated due to poor maintenance, some school buildings have collapsed and have not been rebuilt. Some others are on the verge of collapsing and thereby constitute death traps to the users. There are several abandoned school projects in Ikorodu Local Government and valuable school properties and equipment and tools had been vandalized or stolen by hoodlums. In some schools, pupils, sit on the bare floor to receive lessons from teachers as some of the classes have not been supplied with furniture by the government as stipulated by the free education policy of the state government. There are many schools in Ikorodu with excessive students' enrolment. In most cases, the students' population is more than six thousand (6000) as against the policy guidelines of one thousand four hundred and forty (1440) Local Education District Statistics (2005). Several schools have inadequate libraries with little reading spaces and outdated textbooks. The science laboratories are inadequate with little or no apparatus and chemicals. The

Home Economics rooms and the introductory technology workshops are bare with non- functional equipment and tools and as a result of over population, sports ground are either dilapidated or non- existence Post Primary Year Book (2003).

According to Olukoya (2003), school environment are deprived of facilities, neglected, deteriorated, depreciated and at times decayed. The factors responsible for these according to Akande (2001) could be said to be internal and external. The internal factors influencing learning are shortage of resources, mismanagement of funds and learning environment, learners population explosion, lack of maintenance culture, pedagogical factors (institutional conformity in learning delivery, traditional teaching methods, curriculum implementation strategy) and learners unruly behaviours.

The prevailing organization set up in the school influences the interpersonal relationships existing in such school. This has a great impact on the ability of the teacher to give optimal performance. The school climate covers the sum total of values and attitudes held by those in the school, Odeh (2003). These include the interpersonal relationships that exist between the principal, teachers, and parents among the teachers themselves, between teachers and students and other important dignitaries within the environment as well as everything the school reflects. A school

principal for instance, who is intolerant of members' freedom of action, uncompromising with teachers' conflicting demands and creating unnecessary barriers to communication will hinder his teachers' classroom management. Consequently, the principal's behavior becomes of much concern since the teacher works directly with the principal. This is because the teacher may misinterpret the principal's actions and attitudes, thereby creating an uncondusive atmosphere within the school compound.

Teacher's classroom management is the ability of the teacher to efficiently and effectively carry out the following duties as stated in Lagos State Teachers' Handbook (2003). These duties are:

- Preparation of the lesson note.
- Teaching the number of periods allocated on the time- table regularly and punctually
- Keeping of class records
- Seeing to the cleanliness and orderliness of the classroom and its environment.
- Maintaining discipline among his students in and outside the classroom.
- Checking and marking of notes given to the students regularly.

- Setting, marking and recording of class assignments, texts and examinations scripts promptly.
- Properly invigilating both internal and external examinations.
- Attending staff, PTA and other meetings regularly, punctually and partaking actively in them.
- Taking charge (or jointly with other teachers) of co-curricular activities in the school.
- Seeing to the welfare of every student in the class.
- Preparing the continuous assessment booklet and the class master sheet.
- Carrying out of other assignment given to him by the school authority.

Teachers' classroom management is the most important aspect of any school organization. Patricia Kaliska (2002), stated that classroom management is a systematic instructional process used by teachers to guide students towards successful rule compliance in the classroom, on the job and in the community. Today's classrooms are much more complicated than in years past. Discipline now known as classroom management has added factors Patricia Kaliska (2002). An analysis of the past fifty years of educational research as noted by Wana, Haertel and Walberg (as cited in Coute, 1994) revealed that effective classroom management increases

student engagement, decreases disruptive behaviours and makes good use of instructional time.

There is no gainsaying that there is a relationship between environmental condition and positive attitudes and behavior and higher levels of classroom management.

When a school environment is transformed from a state of deterioration to a healthy condition, attitudes of the students, teachers, parents and surrounding community turn energetically positive so as to give opportunity for effective teaching and learning, this is the essence of the present work.

Statement of the Problem

There have been series of comments about the falling standard of education in Nigeria. Most people put the blame on teaches in Lagos State, with Ikorodu education zone as a case study. Most secondary schools in Ikorodu education zone are overpopulated without corresponding improvement on school environment. There is no increase in physical school plant facilities and human resources (Akande 2002).

The implication of this is that classrooms are overcrowded giving no room for teachers to effectively supervise studentsö work. Therefore there is a need to look at the ways in which the school environment influence the

teachers classroom management in public secondary schools in Lagos State with reference to Ikorodu Local Government education zone, this is the major focus of the present study.

Purpose of the Study

The main purpose of this study is to investigate the perceived influence of school environment on teachers' classroom management in secondary school in Ikorodu Education Zone.

Specifically the study intends to find out the perceived influence of

- School plant / facilities
- School climate
- Class- size
- Students (attitude)

on classroom management of teachers.

Significance of the Study

This work will provide information to education policy makers, in the Lagos State Ministry of Education, the six Education Districts in Lagos State and school administrators on influence of environment on teachers' classroom management. This will help in policy formulation regarding the teachers and classroom management. It will also guide parents when

deciding on the type of school to enroll their children, it will guide the principals on how to provide a conducive atmosphere for effective teaching and learning in their various schools. It will also provide information on how to improve interpersonal relationships among the teachers as well as their students.

Research Question for the Study

The following research question will guide this study.

- To what extent does school plant influence teachers' classroom management in perception of teachers?
- To what extent, does school climate influence teachers' classroom management in teachers' perception?
- To what extent does class- size influence teachers' classroom management in teachers' perception?
- To what extent does students' attitude influence teachers' classroom management in teachers' perception?

Research Hypothesis

H₀₁: There is no significant difference between the mean ratings of respondents in urban and rural areas on the influence of school plant facilities on teachers' classroom management in schools.

Ho₂: There is no significant difference between the mean ratings of respondents in urban and rural areas on the influence of class size on teachers' classroom management in schools.

Ho₃: There is no significant difference between the mean ratings of respondents in Urban and rural areas on the influence of students' activity on teachers' classroom management.

Scope of the Study

This study is concerned with school environmental factors contributing to teachers' classroom management in some selected secondary school in Ikorodu Local Government Area of Lagos State. The study covers only the Junior and Senior public secondary schools in Ikorodu Local Government Education zone.

These school environmental factors included are physical school plant facilities, school climate, class- size and students' activities.

CHAPTER TWO

LITERATURE REVIEW

The review of literature for this study will be carried out under following sub- headings:

- Conceptual framework
 - Concept of the environment
 - Concept of teachers' classroom management
- The school plant and teachers' classroom management
- The school climate and teachers' classroom management
- The class size and teachers' classroom management
- Students activities and teachers' classroom management
- The importance of teacher
- Empirical Studies
- Summary of Reviewed Literature

Conceptual Framework

Concept of the Environment

The role the environment plays in achieving educational objectives cannot be overemphasized. As pointed out by Ajetunmobi (2001) environment refers to the different kinds of surroundings, physical,

material, psychical and physiological, in which a growing and developing child finds himself, that is, the type of nurture he/she receives.

School environment is the overall structure and surroundings where teaching and learning programmes operate within or outside the educational institutions. The school environment includes school plant facilities, school climate and tone of the school, students' attitude to learning class size or teacher - pupils ratio and instructional materials and methods. (Odeh (2003). Effective teaching and learning can only occur when the school environment is conducive. Akande J.O. (2006). The conducive climate that may exist between the students and the teacher is an index of good leadership quality of the teacher and the by-product of this is the level of discipline and morale to learn by the students all these cannot be accomplished without adequate teachers classroom management.

Concept of Teachers' Classroom Management

Classroom management refers to how a teacher maintains structure and order, handles disciplinary issues and delivers the curriculum uninterrupted Kauchak and Eggcr (2008). Many teachers describe it as a process of ensuring that classroom lessons run smoothly despite disruptive behavior by students.

Classroom management play a large part in today's educational system. A well- managed classroom can provide an exciting and dynamic learning experience. Patricia Kalioke (2002) pointed out that teachers are overwhelmed and powerless in dealing with behaviour problems in their classrooms. Canter (1997) explained that, in the past a simple stern look or warning was sufficient to shape up a classroom which is not the case in the present school situation.

In order to have an efficient and effective teaching - learning process in schools, various measures should be put in place to provide a good learning environment. Conte (1994) stated that by rewarding students good behavior and ignoring or punishing wrong behavior, students would come to understand how to behave in a classroom environment. Behavior that were good would be repeated; those that were not would be avoided, and thus a well behaved class would result. To promote good behavior and diminish bad behaviour in the classroom Emmer and Stough (2001) stressed the use of choice as the cause of behaviour, good or bad, and thus instructed teachers to direct students towards making value judgment about their behaviour. Students were taught the difference between a good judgment and a "bad judgment" at a young age.

Kounin in Coute (1994), stated that good classroom management would facilitate student learning by allowing teachers to accomplish other important instructional duties. He noted that teachers should use shifting from reactive strategies to preventive strategies in dealing with classroom management. Gordon (2001) believes, the teacher has the opportunity to create a learning environment that is kind and respectful in order to meet the nurturing need. Students will be able to reciprocate genuine loving, caring behaviours toward other people if the demonstration of affection is modeled for them in the classroom.

In a paper presented by Binitie Cassidy (2006) on effective classroom management. She opined that for effective teaching and learning to take place in the classroom, the teacher must be well- equipped with the attributes of an effective classroom manager. She also emphasized that, the effective teacher understands issues that affect adolescent behaviour and he / she factors these into the handling of students in the classroom so that the children placed in his care can learn effectively. She summarized that for effective classroom management the teacher should know the following.

- i. How to maintain discipline in the classroom

- ii. What to do to create a learning environment that makes it easier to teach because it makes students actually excited about learning when the teacher enters the class.
- iii. What to do to foster responsibility in the student.
- iv. The most effective method for controlling an unruly classroom.
- v. Which teaching method yields the most result.
- vi. How to prepare a complete organizational plan that ties all classroom activities together. So that he will not lose track of anything and will always be prepared.
- vii. Which teaching technique is most effective for difficult topic.
- viii. How to set goals for students as well as make sure they follow through to achieve them.

The strategies mentioned above will make a teacher have better control of the class as well as make the teaching a success therefore the teacher becomes an effective and an efficient classroom manager.

The School Plant and Teachers' Classroom Management

The school plant is a carefully designated environment for the proper implementation of the school curriculum. Physical facilities equipment, material and human resources, constitute a strategic factor in the system functions. They are very important in the development of qualitative

education. Thus in an ideal school situation necessary resources are expected to be provided for the use of teachers and students to ensure progress in academic and co- curricular activities unfortunately at present these resources seem to be lacking in most Lagos State public schools.

Adefolaju (2003:17) noted that most public schools lack essential infrastructure that are not only necessary but conducive for meaningful teaching and learning environment. Olukoya (2002:5 1) is of the opinion that the existing infrastructural facilities in our school need an urgent improvement if the necessary conducive environment is to be available for our teachers to perform as expected.

There must be an upgrading of the dilapidated school structures and necessary equipment must be acquired to aid teaching and learning process. In the opinion of Odunsi (2000) the teacher can only optimize his efficiency in an enabling and conducive school environment. Specifically, such environment should provide adequate and appropriate school equipment, infrastructural facilities and laboratories that could promote enquiry, experimentation and functional education. Emphasis in the science laboratory should be doing science and not reading science.

Hallack (1990) highlighted facilities as a major factor influencing academic system. He further emphasized that the availability, relevance and

adequacy of these items contribute meaningfully to academic achievement. Conversely, he noted that unattractive school buildings, crowded classrooms, non-availability of play ground and surroundings that have aesthetic beauty, can contribute to poor academic performances.

According to Castaldi (1997) educational facilities are those things of education which enable a skill teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. Educational facilities, as Peretomode (1999) put it are directly related to the school curriculum. Mgbodile (1988) called them school plant, which he described as the space interpretation of the school curriculum.

Afolabi (1998:3 1) defined school plant as the site of the school, the school building materials and other physical facilities. Essentially, all the permanent structures in the school such as classroom blocks, science and language auditorium, hostels, assembly halls, library, dinning halls, lawns, gymnasium and recreational grounds, permanent structures like laboratory equipment, audio-visual materials, machine and maintenance tools, collectively form the school plant.

Adigun (1999), describing what an ideal school should be, was of the view that the school ground and buildings should be planned and the buildings themselves should be very far from noisy roads. In addition, the

classrooms should be large and there should be enough shelves and cupboard to store, books and apparatus, a modern school needs a large chalkboard and furniture. Furthermore, blocks, pegs, tins of seeds or shells for counters, soft clays for modeling and boards to keep the models on, should be found in every junior classroom. While classroom for older student will need more books, mathematical tools, maps, charts, science technical and fine art posters. This kinds of classrooms when fill up with interesting things to look at, to think about and work with, often attract students, who then begin to learn a good deal in it, even without the teachers help.

Igbodo (1995) stated that educational facilities arc the material things that facilitate teaching and learning processes in school. The supply of these material things match the number of students enrolment in the school. If there will be progress in education sector, building of more schools and provision of educational materials must be given a preferential attention by government to attain success in education Arkuta (1997) asserted.

In supporting the opinion above, Fagbamiye (1986) noted that good quality of schools in terms of school facilities will enhance the performance of teachers, measured by the performance of students in public examination such as WASSCE and NECO.

Comb (1988) stressed that the acute scarcity of resources (school plant facilities) has constrained the educational system from responding more fully to new demands. Similarly, Walberg and Thomas (1976) their study of relationship of the physical environment affect teachers in their performance as professionals. Notable among these environmental facilities are classroom furniture and class equipment. The essence of a teacher's efficiency and effectiveness is related to his students outstanding performances in academic and co- curricular activities; this can be achieved since, according to Walberg and Thomas (1976) children learn best when they can actively explore an environment rich in materials (school facilities).

Apart from material resources, which are grossly inadequate in most Lagos State Public Schools there is also the problem of shortage of human resources. Studies have shown that one of the factors that inhibit teachers' classroom management in schools is inadequate number of qualified teachers. Farrant (1984) highlighted that governments all over Africa are faced with growing numbers of pupils without comparative increase in the number of trained teachers. Oyemade (1997:14) laid credence to this notion when he revealed that government should fill vacancies in schools with qualified teachers, and this would reduce the cases of inefficiency caused by overload on teachers and that the present ratio is alarming, more so, in a

situation where infrastructure are grossly inadequate. This affects the performance of the teachers in the school, which invariably affect performance of students. In other words, many of the students graduating from Lagos schools are half baked because they have not been exposed to necessary subjects due to shortage of relevant subject teachers. Hence, their education becomes narrow and limited.

School Climate and Teachers' Classroom Management

The school, like every organization operates within an organizational climate. The school climate is seen as a subtle spirit that exists in a school, both in the minds of teachers and students and in every act which cannot be exactly described or analyzed but which any observer recognizes when he enters a school.

According to Ajetumobi (2001), there is a direct relationship between the school climate and the performance of teachers in the intellectual development of the child inspite of hereditary plasma. This relationship determines, to a large extent, the teachers' classroom management and the academic performance of the child in the school. The school climate could enhance or retard the ability of the teacher. Hence, the school climate may play a positive or negative role in teachers' classroom management depending on the quality and stability of the climate of the school in

question. In a situation where there is a good climate, emotionally and materially a teacher will perform well. On the other hand, a school whose tone is poor and prevents the teachers from using their initiative and skills, whose leadership is uninspiring, may produce a teacher with low performance (Odeh 2003).

Popoola (2000) was of the view that the psychological qualities of a School environment may facilitate or inhibit the ability of the teacher in the area of effective classroom management. In other words, the school climate should facilitate interaction among the participants. It should be supportive and caring; people should be able to feel safe and unthreatened, they should be able to feel free to express themselves openly and reveal their real feelings. It should be a climate of mutual trust and mutual responsibility where the participants see the leader as a colleague, and not as an authoritarian present to control or manipulate them. The participants should feel free in accepting responsibility to help in making decision that affect their performance, the teachers should not be afraid to take initiative.

Leithwood Leonard and Shuratt (1998) indentified collaborative and collegial school cultures that included norms of mutual support, respect for colleaguesö practices, the exchange of honest and candid feedback, shared celebration of successes, a strong focus on the needs and achievements of

students, informal sharing of ideas and resources, and continuous professional growth as factors that influence teacher's performance in public schools. They also opined that transformational form of principal leadership were found to contribute significantly to school condition of fostering organizational learning processes and good organizational climate.

The healthy state of a school depends on the type of organizational climate prevalent in such school. Halpin and Croft, as recorded by Peretomode (1999) developed an instrument on organization climate. The descriptive questionnaire, (O.C.D.Q) which focused on principals' behaviours (as perceived by teachers) and the teachers behaviour was categorized as disengagement, hindrance spirit and intimacy while the principal's behavior includes, aloofness production emphasis, trust and consideration. Through the O.D.C.Q Halpin and Croft identified six basic school climate as, open, close, autonomous controlled, familiar and paternal climate. The use of the openness index to determine the relative openness or closeness of a school climate is determined by the formula-

Openness index- $\text{Trust score} + \text{spirit} - \text{Disengagement score}$. The interpretation is that the higher the index, the more the climate of the school. A school with an open climate is characterized by low disengagement, low hindrance, low aloofness and low production emphasis but very high spirit

and trust, high intimacy and consideration. Both principal and teacher leads by example through providing the proper blend of structure and direction as well as support and consideration. The closed school climate exhibits a very high disengagement, hindrance, intimacy, aloofness, production emphasis, trust and considerations.

The autonomous climate gives the teacher complete freedom to do their work and fulfill their social needs as they wish. Although the principal is hardworking, he is relatively aloof and not strict with supervision, even though he has an average consideration for teachers. The controlled climate is characterized by high production emphasis, hindrances and low intimacy while familiar climate is a friendly atmosphere where little gets done. Paternal climate school has low aloofness and higher consideration.

According to Gibson (1977) in Peretomode (1999) an organization's climate is a set of properties of the work environment, perceived directly by the employees who work in the environment, assumed to be a major force at influencing employees' job behavior. Since the school is applicable to school climate. Hoy and Miskel (1997) also considered organizational climate as a set of internal characteristics that distinguishes one school from another and influences the behavior of the people in it. They pointed out that climate is an end product of school groups – students, teachers and

administrators (formal and informal groups organization leadership and personalities of participants) as they work to balance the organizational and individual aspects of a social system, the end product includes shared values, social belief and social standards.

The effect of the overall school climate on teachers' classroom management is enormous. This is because the school climate covers the sum total of values and attitude held by those in the school. These include the interpersonal relationship that exist between the principal and the teachers and parents among the teachers themselves, between teachers and students and other important dignitaries within the environment as well as everything the school reflects. A school principal for instance, who is intolerant of members freedom of action, uncompromising with teachers conflicting demands and creating unnecessary barriers to communication will hinder his teachers performance. Consequently, the principal's behavior becomes of much concern since the teacher works directly with the principal. This is because the teacher will misinterpret the principal's actions and attitudes, thereby creating an uncondusive atmosphere within the school compound. Wrong interpretation of principal's actions may also have a direct impact on teachers morale. Morale is the feelings of belongingness in a group and identification with the goals of the group.

Ukeje (1992) viewed morales as the perceived job satisfaction needs through the interaction of the participants in their role within, the work group and the total organization. In other words, morale can be measured in terms of how the individual workers perceive the relationship between accomplishment of the organization task and the satisfaction of the individual needs. Good classroom management therefore requires the development of high morale among the teachers in the educational system.

Perotomode (1999), in his contribution, suggest that improving an organizational climate can be a useful strategy to improve group relationship within the organization. He also stressed that an educational administration will have a difficult time exercising his educational leadership roles without a sufficient supportive climate within which to work.

It can be concluded, that the values and attitudes a school would like to promote may be relatively easy. Thinking out how to promote them through all its varied programmes and activities, is one of the most important and hardest task a school faces. Thus a teacher needs to work in a healthy school environment to be effective and efficient. There must be adequate communication within the school. Moreover, optimal power equalization must be present in the organization. Similarly, resources must be efficiently and effectively utilized. Lastly, there must be Cohesiveness among the

members, the morale boosted and sustained thus, giving room for innovativeness on the part of the teachers, thus providing a conducive environment for teacher to manage the classroom effectively. The school, to some extent, enjoys some autonomy, it would then be in its vantage capacity to solve problems adequately.

The Effect of Class Size on Teachers Classroom Management

Class size refers to the number of students in a class per subject at a time (period) in most Lagos State schools, the class sizes are very large without corresponding increase in facilities, such as furniture, laboratory equipment and spaces. Similarly, the number of teachers is very low, compared with the students' population, which increases every session. This affects the efficiency and effectiveness of the teacher, the performance level expected of an average learner will be drastically reduced.

A lot of studies had been carried out on the number of students a teachers can teach effectively at a particular time, while some recommended thirty students other recommended forty students. The Federal Ministry of Education (1988) recommended forty students to a class space of 7.2m x 8.4m dimension; 20 students for practical like Home Economics and Introductory Technology to a standard room or workshop space of 7.2m x

16.67m and 7m x 10.8m dimensions respectively. Federal Government of Nigeria (1988).

According to Oyeleye (2003) the present situation, where a classroom meant for forty pupils is now being occupied by over one hundred and twenty pupils has in no measure contributed to poor performance of teachers. The abnormal situation tends to weaken teachers delivery capacity as classroom control becomes much harder. It gives room for students absenting themselves from classes without the teachers getting to know.

Nwadiani (2000) observed that in most Nigerian Schools, classrooms are overcrowded as teacher/pupils ratio has become very unmanageable and effective learning no longer takes place. This is because there is increase in class size without increase in resources and this leads to the over- utilization of the available resources including teachers.

Adepoju (2003) mentioned that good academic performance of pupils in public examination is a product of conducive environment, which influence teachers performance. He then concluded that the available number of pupils in the class makes up part of conducive classroom environment.

As pointed out by Robert (1999), educators generally, using initiative and experimental judgment established this ratio of so many students per

teacher and measured quality against this standard. Traditionally, this ratio was twenty- eight or thirty students to one teacher (30:1). A class size at this level or lower, was considered progressively poorer, the further it deviated from established level. In spite of these disparities there is a general consensus, that the less the number of pupils in a class the higher the level of performance academically.

Ehiamekalor (1985) attributed the increase in class size to the introduction of free education at all levels. With the introduction of free education, class size grew to more than sixty students in a class (in the late 1970s and 1980s), presently, (1990s and 2000s) the classes are extremely overcrowded, this is because there are about one hundred and thirty per class, such that up to three attendance registers are now used per class. As a result, some students have to stand outside or sit on windowpane to listen to lessons. In such a situation, a large proportion of the students do not see or hear teacher very well. He was of the view that class size tends to inhibit the level of learning activities and permits class interactions.

In the same vein, Oguntoye (1982) in Aghenta (2002), noted that increasing enrolment level when other factors are held constant would automatically increase the teacher to student ratio. This, he opined would have a depressive effect on cost. The resultant effect of this is that not only

will teachers performance be affected, the internal efficiency of the school will equally be affected. It should be noted that this situation is applicable to other educational institutions in the country. Having mentioned some impact and consequences of continuous increase in class size on teachers' classroom management. It is encouraging that some measures can help to remedy the situation. Adeby (1996) noted that the policy on population activities is only advising people to have the maximum number of children they can cater for and suggested that a woman should have at most three children. He also noted that unchecked population growth is a factor that causes the increase in school environment. Okorie (1997) suggested that the following measures should be put in place to improve teachers' classroom management which invariably will help to improve students' academic performance. The measures include:

- (a) Recruitment of enough teachers
- (b) Supervision of teachers regularly
- (c) Good welfare scheme for teachers
- (d) Building of more classrooms for schools
- (e) Provision of instructional materials
- (f) Maintenance of facilities regularly
- (g) Rewarding excellence on the part of teachers and students.

Iwu (1997) submitted, that any educational system that is serious about the achievement of its goals must be prepared to provide both human and material resources adequate in number and quality to the system because lack of them is detrimental to academic success.

The Impact of Students' Activities on Teachers Classroom Management

Students' activity is another factor affecting teachers classroom management. Misbehavior of students in most public schools in Ikorodu Local Government Area constitutes hindrance to teachers ability to manage the classroom effectively.

According to Berrin Burgaz and Ergin Ekinici (2007). Behaviour is a combination of thoughts, attitudes and act of an individual. They pointed out that behaviours can be classified as 'good or bad', 'right or wrong', 'beneficial or harmful', 'efficient or inefficient and desired or undesired on the basis of the pre- set criteria. Criteria set for behaviours may change depending on the time, space, objective, situation and group. Misconduct is a behavior which is thought not to be appropriate for the time of the behavior, for a specific space, purpose, situation, condition and group. Groom, B and G. E Moore (2002) in term of school setting they pointed out that misconduct is a behavior not appropriate for schools and classroom management.

Misconduct include the behaviours that disrupt learning- teaching activities, disrupting the learning process of the student creating physical and psychological discomfort and doing harm to properties at school or in the classroom. Other student activities detrimental to teachersö classroom management includes truancy, insubordination, lack of respect for constituted authorities, non challant attitude to learning, failure to attend to class work and home work on time and irregularity of attendance in school and class by student.

According to Adekoye and Afolabi (1997), the classroom teacher is a professional trained leader who moulds the idea, habits and attitudes of the children with a view to bringing forth children who are physically strong, mentally alert, emotionally stable, culturally sound and socially efficient. The truancy habit of many students nowadays does not help teachers classroom management. Many students take advantage of the fact that school are overpopulated and that absentees are seldom noticed, disappear from school during midday. Yet, others who were intentionally absent come up with varying excuses the next day. In addition, some students deliberately miss continuous assessment tests, leave their homework undone or refuse to attend lesson even when present in school, but prefer moving from one class

to another bullying and exhorting valuables from the junior students or hibernate in some areas in the school.

Adeniyi (1995), pointed out that there are many common childhood misdemeanours such as dishonesty, destructives, truancy and disobedience, just as there are many reasons for childhood delinquency. The reason according to him, may be due to family background, the nature of the child's upbringing, the effect of the mass media, conflicts in morality (i.e. when lying to save a friend) or the negative influence of the peer group. One other reason put forward was that at puberty, adolescents strive for independence and breaking loose of their shackles. According to him, another important reason for friction is the fact that the adolescent begins to think for himself.

To cope with students' misbehaviours Barrin Burgaz and C. Ergin Ekinici (2007) suggested that a healthy functioning process must be provided in the school and student interest, requirements age and success levels should be considered during the preparation for the lesson.

The Importance of Teachers

The National Policy on Education (2004) stressed that no education system, can rise above the quality of its teachers hence literature on ways to boost teachers' excellent performance are reviewed. The importance of teachers' performance Ajetunmobi (2001) sees a teacher as someone who is

expected to be a facilitator of cognitive, affective and psychomotor skills in the child and generally to provide leadership in the shaping of the child's future, through his activities, a desirable and relatively permanent change in behavior is attained by the child. To achieve these goals, the teacher must overcome school environmental inhibitions, including economic pressures and infrastructural deficiencies in the school system.

Odunsi (2000) in his write up noted that no matter how grandiose a school system and its curricular may be, the implementation of its programmes will be fruitless unless they are handled by competent and effective teachers. Therefore, the ultimate realization of the aims of education and thus achievement of the country's needs depend on the quality of teachers in schools. Teachers are a force to reckon with for social change and reconstruction. However, for teachers to perform well to achieve the goal of reconstruction they must be well trained and adequately remunerated. Teachers are the driving force in the wheel of educational progress in any society. Their role within the educational system is multidimensional. Apart from their major role of impacting knowledge on the students, they are in loco-parent to the students; they act as counselors to both students and parents and they are administrators and health workers. They are major focus of any educational curriculum plan or policy.

Fagbamiye (1987) remarked that teachers competence contribute to students achievement. Similarly, Okeowo (1986) pointed out that teachers are very fundamental in the realization of school objectives. Akande (1987) stated that the objectives of the school product is largely a function of the qualities of the teachers. What, when and how to teach which are greatly influenced by the teachers in the classroom setting often depends on the teachers settling qualities which includes scholarship, cheerful dispositions, firmness and determination, tolerance, democratic attitude, fair judgment, impartiality, loyalty, knowledge of child's psychology, honesty, self discipline, sociability, resourcefulness, good sense of humour, neatness, simplicity, creativity, adaptability and humility (Ejiogu 1990).

According to Adeniyi (1995) there can be no significant innovation in education, which does not have at their center a consideration of the members ability and approach to the work of the teachers. The enthusiasm and thoroughness with which the teacher does his work is reflected in the achievement of his students and in the society. He concluded that the quality of teachers have evident significance. Neither the school's syllabus, method nor apparatus will make a good school without the quality of the teachers at the heart. Adesina (1987) also perceived teachers as the heart of Nigeria educational system whether the primary secondary or tertiary level, the

teacher is and would continue to be both, the major indicator, as well as the major determinant of qualitative educations. Nwosu (1988) was of the view that a nation's future depends upon the quality of education it provides for its citizens and the quality of the education is sequel to the work of inspired, satisfied and dedicated teachers. To be specific, teachers performance is very important to any educational system.

The performance is related to effectiveness and efficiency, which is important to achieve the aims and objectives of the educational system. There is a difference between effectiveness and efficiency. Both are needed for good performance.

Ukeje, Okorie and Nwagbara (1992) was one of the earliest theorists to make a distinction between the two. He stated that an action is effective when a specific desired end is attained and is efficient when the consequences of the end attained (whether) sought or unsought for) satisfied the desires and motive of the individual or group. Drucker (1967) as quoted by Odey (2003) viewed effectiveness as getting the right things done, and efficiency as doing things right. Effectiveness plus efficiency equals to performance. The contribution of power, authority and control in schools is one of the most important factors that affect teachers' performance in schools. According to a research carried out by Richard M.

Teachers and Falling Standard of Education

The issue of falling standard of education has generated a lot of argument among many quarters in the society. There are those who believed that the curriculum. Compared with what obtains today, is far enriched against what we had two to three decades ago. Akande (1999) concluded that whichever way one looks at the current secondary school curriculum, it appears adequate in both quality and quantity, and the secondary school curriculum tends to be achieving the two major goals, which are:

- Preparation for useful living within the society
- Preparation for higher education, National Policy on education (1998).

The second view of the standard of education considers that quality of output or products of the schools when compared with what obtained formerly. This group is equally right in line of argument, which is very obvious. One main concern here, is that teachers are often blamed for the falling standard of education, in spite of the facts that Uche (1987), in his record of the Banjo Commission Report, identified factors responsible for the falling standard of education, some of which are traceable to the teachers in terms of their qualification, development and general behaviour to work. Conversely, Ehiametahor (1985) was of the opinion that teachers alone should not be blamed in a situation where the teachers- students ratio is

high, for the falling educational standard. Salau (1988) also identified factors responsible for the falling standard of education as inadequate supply of teaching facilities high students in- take, immaturity of students' age, which inhibit learning ability, lack of experienced manpower and inadequate funding by the government.

Akande (1999) further discovered that both the desired and undesired content of learning environment affects the students learning experience, which form the basis of knowledge. This learning environment is composed of elements of organized curriculum contents. The school's physical environment, the teacher's behaviour, the behaviours of other students and members of staff in the school, rules and regulations guiding both students and staff activities in the school and the socio- political realities of the society in which the school is located, are component of the learning environment. It should be noted that development in science and technology in terms of radio and television programmes, which bring distinct environment nearer the students, thus making such environments part of the students' perceptual field, and hence, his learning experiences.

In a study by Akande (1999) it was found that the most predominant opposites of what the teacher teaches in the school, otherwise called the negative of curriculum and instruction, are essentially society based. He

concluded that the youths are victims of circumstance, a misled generation, whose enemies are not in the home or school but on the street. Thus, it would be error of judgment and also inappropriate to solely blame teachers for the falling standard of education, without giving consideration to school environment that could be associated with teachers' performance.

Empirical Literature

The empirical study for this work will be based on the work of Akinola A.O. 2004, Adeloya, A. (2005) and Odeh, B.O. (2003). This work has a title closely related to the present work. Akinola A. O. (2004) in his work relationship between enrolment trend and teachers performance observed that, the rate of increase in school environment in secondary schools in Ikorodu has a great impact on the number of students per class and this has increased the work load of teachers which in variably affect their ability to manage the classroom effectively.

Adelaja A (2005) in his work some Teachers performance indicators and students' Academic achievement in Lagos State Secondary School observed that teachers variables, reward systems, communication patterns, interpersonal relationships, student inputs as well as school factors are perceived determinant of teacher classroom management and predictors of students academic achievement. Odeh O.B. (2003) in her work environment

as a major indicator in teachers effectiveness in secondary schools in Ikorodu Local Government area. She emphasized motivation, communication patterns, interpersonal relationships as major environmental factors affecting effectiveness.

The present work categorizes all the factors mentioned above into two: School climate and class size, provide more information on them and proof that other factors such as school plant / facilities and students' activities affects teachers in performing their professional responsibilities efficiently. It also relates the environmental factors with teachers classroom management and gives a broad description of teachers classroom management.

This research work endeavour to make us realized that school plant can be expressed or measured in terms of school's structure and buildings, toiletry system, functional library, well equipped laboratory, recreational facilities and other necessary social infrastructural facilities relevant to school system. That if all these amenities that constitute the school plants are made available in the school system will definitely enhance teachers' performance in term of classroom management with ultimate consequence positive influence on the academic performance of the students irrespective of their schools locations.

In addition, aside from the schools plants as highlighted by this research, it has similarly brought to our attention the influence of students behaviour and activities to learning on teachers' classroom management. The students' attitude to learn especially students that develop positive attitude to learning by way of showing interest in learning and value for academic excellence. These are instincts that can enhance positive influence on the performance of the teachers in the area of classroom management. Well disciplined students will have good tendencies to behave well and conduct themselves during the process of teaching and learning within and outside the four walls of classroom. Also, well nurtured students will not engage in any form of hooliganism and unruling behaviour. Regular attendance in the school and to the class is part of what measure students' behaviour to learning. In other words, punctuality to the school and regular attendance of students in the class equally have a good influence on teachers' classroom management.

Therefore, the area of improvement on the part of this research include the aspects of school plant. And the students' activity and behaviour to learning which often thus serve a relevant purpose and influence in the part of teachers' classroom management. This area of concern mentioned above tends to consolidate the empirical literature review.

Summary of Reviewed Literature

Although various work has been done on the influence of the environment different types of school programme however most of them have not pointed out how it influence teachers classroom management which is a major determinant of teaching and learning process in the school. This work deals with the variables that make up the school environment and how they influence teachers classroom management. The importance of teachers in the educational system cannot be overemphasized. Their roles are multi-various and multi-dimension, it is therefore, pointed out in this work that adequate attention should be given to their training and welfare to ensure that they deliver both the qualitative and quantitative education needed by the learners they teach at all levels of education.

According to the reviewed literature, the availability, relevance and adequacy of the school plant facilities will go a long way in achieving the aims and objectives of education. The school climate has effect on teachers classroom management, therefore a positive climate should be created in the school especially by the principal, since the teachers work directly with him and the relationship between the two greatly contributes to the attitude of the student. Class size and students activities affect teachers classroom management, so, a small class size should be maintained. Students activities such as truancy, disrespect, failure to attend to class work and homework have negative impact on teachers classroom management.

CHAPTER THREE

RESEARCH METHOD

This chapter describes the procedure that will be adopted carrying out this study. It includes description of the research design, the area of study, and the population of the study, sampling and sampling techniques, method of data collection and method of data analysis.

The Research Design

This research is descriptive in nature, therefore the survey research design will be used. This was chosen because it attempts to report things the way they are, information will be inferred about a population of interest based on the responses of a sample drawn from the population. Akinranyiye (2006)

Area of Study

The research work will be carried out in government secondary school in Ikorodu Local Government Area of Lagos State. Ikorodu Local Government consists of six Development Areas namely: Ikorodu Central Local Government Development Area, Igbogbo Baiyeku Local Government Development Area, Irnota Local Government Development Area, Ijede Local Government Development Area, Ikorodu North Local Government

Development Area and Ikorodu West Local Government Development Area. Each of the Local Government Development Area has many towns and villages. Ikorodu falls within Lagos East Senatorial zone of Lagos State.

Population of Study

The population consists of all the 1440 teachers in the six Local Government Development Areas of Ikorodu. These schools are divided into 26 junior secondary schools and 26 senior secondary schools. The total population of teachers in Local Government is One Thousand Four Hundred (1400) (Source: Lagos State Ministry of Education District II Maryland, Ikeja, Lagos).

Sampling Techniques

The 52 schools in Ikorodu division were classified into two groups - Rural and Urban. A multiple sampling technique was used to select 10% of the teachers in each group as shown in table I.

Table I: *Proportional Sampling of Teachers*

	Rural	Urban	Total
Size	450	950	1400
Proportion	45	95	140

Stratified random sampling were used in selecting the nine schools used for the study. Total of 140 (10%) teachers were picked from the

schools in each group. The schools were chosen from rural and urban schools. This was to get a balanced sample of teachers from the two main type of public secondary school in Ikorodu Local Government Education Zone.

Instrument

A questionnaire was used as the instrument of data collection in this study because of its relative reliability as a survey instrument. The questionnaire titled School Environment and Teacher's Classroom Management (SETCMQ) is divided into three sections.

Section A intimates the respondents with the researcher's intention. Section B was to gather demographic data on the schools used. Section C was designed to gather information on impact of environment on teacher's classroom management.

Data was collected from the following clusters school plant, school climate, class size, and student's activities. Each cluster has five items giving a total of 20 items on the whole. The data will be collected on a 4-point scale weighted as follows very large extent VLE (4) Large extent LE (3) small extent SE (2) very small extent VSE (1).

Validation

The School Environment and Teachers' Classroom Management Questionnaire (SETCMQ) was developed by the researcher in the basis of the outcome of interviews and discussions with experts in the field of educational management and an extensive review of related literature. This was to elicit appropriate relevant and adequate items required for the construction of the questionnaire. The instrument was further validated by three experts from the university of Nigeria Nsukka two in the area of Educational Administration and Planning and one in Measurement and Evaluation. Their corrections were incorporated bringing the clusters from the original 25 to the present 20.

Reliability of the Instrument

To test the reliability of the questionnaire a pilot study was conducted in two schools, Oriwu senior college Ikorodu and Imota community senior High School not included the nine secondary school selected for the study. The choice of the teachers in these schools was because they possess the same characteristics with the school used in the study. The result of the pilot study was analyzed using Chronbach Alpha coefficient which yielded on (r) reliability coefficient 0.67 - 0.89. This was found reliable enough for the study.

Method of Data Collection

The instrument was administered to the respondents with the assistance of four research assistant. A total of 140 instruments were administered and collected by the researcher. Collection of instrument was made by the researcher and his assistants after several visits.

Method of Data Analysis

The data collected for this study were analyzed using mean and standard deviation to answer research questions one to four. The decision level will be determined as follows. Mean range 1.4 and below is very small extent, (VSE) 1.5 to 2.4 (SE), 2.5 ñ 3.4 large extent (L. E.) 3.5 ñ 4 very large extent (VLE). T ñ test analysis will be used to test the null hypothesis at 0.05 level of significance.

CHAPTER FOUR

RESULTS

This chapter presents and describes the result of this study according to the research question and hypothesis of the study.

Research question 1

To what extent does school plant influence teachers' classroom management as perceived by them?

Data collected in respect of the research questions were analyzed descriptively and findings reported in 2.

From table 2, it could be noted that the school plant has influence on teachers' classroom management to a large extent in schools in Ikorodu division of Lagos State.

Table 2: Means and standard deviation on the extent to which school plant influence teachers' classroom management.

	Mean and standard deviation / decision level on the extent to which school plant influence teachers' classroom			
S/N	Items	X	SD	D
1	Size of the classroom	3.6	0.80	V.L.E
2	Availability of furniture	2.9	1.14	L.E
3	Functional Library	2.6	1.32	L.E
4	Availability of recreational facilities	2.72	1.1	L.E
5	Sitting arrangement of the students	3.03	1.09	L.E.

The table 2 above presents the view and opinions of secondary school teachers in Ikorodu Local Government areas on the influence of school plant on teachers' classroom management.

The table revealed that the size of the classroom has a mean range of ($\bar{x} = 3.6$). However, going by the decision level range, this indicated that the influence of classroom size on teachers' classroom management was to a large extent. The availability of furniture, from the table above; has a mean of 2.9 ($\bar{x} = 2.9$). This implies that, the influence of availability of furniture on teachers' classroom management was to a large extent.

Also, the functional library has a mean of ($\bar{x} = 2.6$), this revealed that, functional library has a large extent influence on the teachers' classroom.

Thus, from the table again, availability of recreational facilities has a mean of 2.72 (i.e. $\bar{x} = 2.72$). This signifies that, the influence of availability of recreational facilities on teachers' classroom management was to a large extent. The sitting arrangement of the students from the above table shows a mean of 3.03 ($\bar{x} = 3.03$). Going by the decision level, this implies that the influence of sitting arrangement on teachers' classroom management was to a very large extent.

Research Question 2

Table 3: *Mean rating (x-) and standard Deviation (SD) on the perceived influence of school climate on teachers' classroom management.*

Mean and standard deviation / decision level on the extent to which school plant influence teachers' classroom				
S/N	Items	X	SD	D
6	The location of the school	3.45	0.8	V.L.E
7	The relationship between the school authority and the teacher	3.2	0.65	L.E
8	Relationship between teacher, students and parents	3.2	0.72	L.E
9	Discipline in class	3.35	0.6	L.E
10	Leadership style of the principal	3.2	0.8	L.E.

The data in table 3 above revealed that nearly all the five factors itemized in the table, having subjected to mean rating and standard deviation indicated that, their influence on teachers' classroom management to a large extent.

The location of the school has a mean of 3.45 i.e. ($\bar{x} = 3.45$) which is an indication that the location of the school has a large extent influence on the teachers' classroom management. The relationship between the school authority and the teachers has a mean of 3.2 i.e. ($\bar{x} = 3.2$) indicating a large extent influence on the teachers' classroom management. Relationship

between teachers, students and parents has a mean of 3.2 ($\bar{x} = 3.2$) indicating thus, a large extent influence on teachers' classroom management.

Also discipline in class equally has a mean of 3.35 ($\bar{x} = 3.35$) indicating a large extent influence on teachers' classroom management. Thus, leadership style of the principal has a mean of 3.3 i.e. ($\bar{x} = 3.2$), which equally indicating a large extent influence on teachers' classroom management.

Research Question 3

Table 4: Means ($\bar{x}$) and standard deviation of rating class size that influences teachers' classroom management in secondary schools in Ikorodu Education zone.

Mean and standard deviation / decision level on the extent to which school plant influence teachers' classroom				
S/N	Items	X	SD	D
11	Population of the class	3.85	0.5	V.L.E
12	Class attendance by students	3.5	0.7	V.L.E
13	Conduct of examination and collation of marks in a large class	3.45	0.65	L.E
14	Supervision of class work and homework	3.25	1.0	L.E
15	Welfare of student in the class	2.8	1.0	L.E.

Table 4 above shows the opinion of respondents on the influence of class size on teachers' classroom management in the secondary school of

Ikorodu education zone. The population in the class has a mean of 3.85 i.e. ($x = 3.85$) which is an indication that the class size has a very large extent influence on the teachers' classroom management.

Class attendance by the student has a means value of 3.5 i.e. ($x = 3.5$). Thus, indicates that the class attendance of the students a very large extent influence on the teachers' classroom management.

Conduct of examination and collation of marks in various categories of class size has a mean of 3.45 i.e. ($x = 3.45$). This therefore, thus implies that conduct of examination in a large class size has a large extent influence on the teachers' classroom management.

Supervision of class work and homework was mean of 3.25 i.e. ($x = 3.25$) has a large extent influence on the teacher classroom management. Thus, welfare of students in the class has a mean value of 2.8 i.e. ($x = 2.8$). Thus indicate that it has a large extent influence on the teachers' classroom management in Ikorodu Local Government education Zone.

Therefore, the summary of the above indicates that all of the factors considered under class size influence teachers' classroom management to a large extent in Ikorodu education zone.

Research Question 4

To what extent does students' activity influence teachers' classroom management in secondary schools in Ikorodu Education Zone. Data collected in respect of research question four (4) were equally analyzed descriptively and presented in table 5 as shown below.

	Mean and standard deviation / decision level on the extent to which school plant influence teachers' classroom			
S/N	Items	X	SD	D
16	Carrying out of class work and home work	3.2	0.96	L.E
17	Hooliganism of students	3.4	0.85	L.E
18	Noise making by students when teaching is going on	3.4	0.86	L.E
19	Students participation in class	3.2	0.82	L.E
20	Lateness of student to class	3.1	0.86	L.E.

The table five (5) above similarly revealed the opinion of the respondents on the influence of students' activities on teachers' classroom management in secondary schools in Ikorodu education zone. From the result above on item 16 ñ carrying out of class work and home work, it has a mean of 3.2 ($x = 3.2$) indicating that the factor has a large extent influence on teachers' classroom management. Thus, the factor- Hooliganism of students has a mean of 3.4 i.e. ($x = 3.4$) which implies that the factor has a

large extent influence on the teachers' classroom management. Noise making by the students when teaching is going on in a classroom situation has a mean of 3.4 ($\bar{x} = 3.4$), thus factor indicates that, it has a large extent influence on the teachers' classroom management. The student participation in the class has a mean of 3.2 i.e. ($\bar{x} = 3.2$) indicating that the factor has a large extent influence on the teachers' classroom management.

Thus, lateness of students to class has a mean of 3.1 i.e. ($\bar{x} = 3.1$), indicating that the lateness of students to school and classroom for teaching and learning has a large extent influenced on teachers' classroom management in secondary schools in Ikorodu education zone.

Therefore, the highlight of the table analysis shows that the respondents agreed with all the items provided as factors that have influence on teachers' classroom management on a large extent in secondary school in Ikorodu education zone.

Testing of Hypothesis 1

There is no significant difference between the mean rating of respondents in urban and rural areas on the influence of school plant facilities on teachers' classroom management in schools. The mean, standard deviation scores and the t- test results are presented in the table below,

Tables: *Summary of t-test analysis on influence of school size on teachers' classroom management in secondary schools at urban and rural areas, based on the computed t- value.*

Location	N	X	SD	Cal. T value	Df	Sig. Level	Critical t	Decision
Urban	5	3.25	0.44	1.25	8	0.05	15.507	Not significant (accepting H)
Rural	5	2.7	0.51					

The table above shows that, since the calculated t-value is less than critical t-value at 8 degree of freedom and 0.05 level of significant. The calculated t-value of 1.25 is less than critical t-value of 15.507, the null hypothesis is accepted as postulated. Therefore, there is no significant difference on the mean rating of influence on school plant facilities on teachers' classroom management in secondary schools in urban and rural areas of Ikorodu education zone.

Hypothesis 2

There is no significant difference on mean rating of impact of class size on teachers' classroom management in secondary schools in Urban and rural areas (Pc. 0.5).

The mean, standard deviation scores and the t- test of influence school size on the teachers' classroom measurement of secondary schools on both urban and rural areas.

Summary of t test based on the computed t- value

Location	N	X	SD	Cal. T value	Df	Sig. Level	Critical t	Decision
Urban	5	3.42	0.80	0.175	8	0.05	15.507	Not significant (accepting H)
Rural	5	3.32	0.82					

The table 7 above revealed that the calculated t- value is 0.175 at 8 degree of freedom and 0.05 level of significance. Therefore, since the calculated t- value of 0.175 is less than the critical table value of 15.507, this implies that the second null hypothesis of this study is accepted. Hence, there is no significance difference in mean rating of influence schools size on teachers' classroom management on secondary schools in urban and rural areas of Ikorodu Education zone.

Hypothesis 3

There is no significant difference between the mean ratings of respondents in urban and rural areas on the influence of students' activity on the teachers' classroom management.

The mean, standard deviation scores and the t test on the influence of students' activity on the teachers' classroom management in secondary schools at urban and rural areas of Lagos State based on the computed t- value.

Location	N	X	SD	Cal. t value	Df	Sig. Level	Decision
Urban	5	3.34	0.1495	13.48	8	15.507	Accepting H
Rural	5	3.1	0.0089				

The table above shows that the calculated t-value is less than critical t-value at 8 degree of freedom (df) and at 0.05 level of significant. That is, the calculated t-value of 13.48 is less than critical t-value of 15.507, hence the null hypothesis is accepted as postulated.

Therefore, this implies that there is no significant difference between the mean rating of respondents in urban and rural areas on the influence of students' activity on the teachers' classroom management in secondary schools of urban and rural areas of Ikorodu education zone.

Summary of Findings

The respondents on a general note agreed with the items provided on the extent to which school plant influence teachers' classroom management in secondary school in Ikorodu Education zone of Lagos State. However, from the findings, it revealed the mean aspect of difference in opinion which has on the part of availability of furniture and functional library been variables consider to have exhibited a small extent influence on teachers' classroom management. Perhaps subject to the population range may not be

as large as that of urban, which may not have main effect on the teachers' classroom management as such.

Aside from the above mentioned area of difference the followings are aspects where the respondents have a common opinions. These are:-

- (1) That from the findings, the respondents agreed the size of the classroom, availability of recreational facilities and sitting arrangement of the student are of large influence on teachers' classroom management in the secondary schools of Ikorodu education zone, see table 1.
- (2) All the respondent equally agreed with all the variables that school climate influences teachers' classroom management in a large extent in secondary schools of Ikorodu Education Zone see table 2.
- (3) Also, that, the respondents are of the same opinions on the items evaluating and accessing the influence of class size on teachers' classroom management. That all the items in question were to a very large extent have influence on teachers' classroom management (see table 4).
- (4) Thus, that the respondents' opinion on the items accessing the impact of class size on teachers' classroom management are of collective opinion, that all the items in questions were to a large extent influence

teachers' classroom management in secondary schools of Ikorodu Education Zone (see table 4).

- (5) Lastly, the respondents on a general note, have a collective and same opinions on the items considered as factors as having a large extent influence on the teachers' classroom management in secondary schools of Ikorodu Education Zone (see table 5).

CHAPTER FIVE

DISCUSSIONS, IMPLICATIONS, RECOMMENDATIONS, CONCLUSIONS AND SUGGESTIONS

This chapter includes a discussion of the findings of this study research work. It thus includes the compilations of the research findings, recommendation, limitations, conclusion and suggestions for further research.

Discussion and Interpretation of Findings

The research questions and hypotheses are discussed in the order in which they appear in the study. However, research questions with related hypotheses were examined jointly. Thus, research question one was discussed first along with hypothesis one. Research question three and hypothesis three were equally discussed. Finally, research questions two and four were then discussed.

Specially, the discussion was organized using the following sub- headings:

- Impact of school plant on teachers' classroom management
- Impact of school climate teachers' classroom management
- Impact of class size on teachers' classroom management
- Impact of students' activities on teachers' classroom management.

Influence of School Plant on Teachers' Classroom Management

The result of research question one indicated that the respondents in Ikorodu Education zone are well inclined about the impact of school plant on teachers' classroom management under this study namely; size of the classroom, availability of furniture, functional library, availability of recreational facilities and sitting arrangement of the students. It could be noted that, this finding is considered as being consistent with the view of Olukoya (2002) who stated that the existing infrastructural facilities in our schools need urgent improvement if the necessary conducive environment is to be available for our teachers to perform as expected. Also, that there must be an upgrading of the dilapidated school structures and necessary equipment must be provided to aid teaching and learning process.

Hacklac (1990) highlighted facilities as a major factor influencing academic system on the basis that, the availability, relevance and adequacy of these items contribute meaningfully to academic achievement while on the other hand, he observed that unattractive school facilities, crowded classroom, non availability of play ground and surroundings with aesthetic beauty, can contribute to poor academic performance.

However, the result of the hypothesis indicated that there is no significant difference on the mean rating of impact of school plant on the

teachers classroom management in secondary schools in both urban and rural school. In other mind, this connotes that the views of the respondents were the same. Thus, implies that the respondents view agreed with the variable provided.

Influence of School Climate on Teachers' Classroom Management

In response to the above variable and by the virtue of this study, the majority of the respondents were of the view that the location of the class, tone of the school, discipline, relationship between the school authority and teacher, relationship between teachers, students and parents and leadership style of principal and senior officers would have a large extent influence on the teachers' classroom management. This is a confirmation to the contribution of Ajetunmobi (2001) who said that, there is a direct relationship between the school climate and the performance of teachers in the intellectual development of the child in spite of hereditary plasma. That, this relationship determines, to a large extent, the teachers' classroom management and academic ability or performance of the child in the school. Popoola (2000) supported the view that the psychological qualities of a school environment may facilitate or inhibit the ability of the teacher in the area of effective classroom management. In other words, this indicated and emphasized that if all the items under the school climate could be made

available and put in place, that it will enhance teachers' classroom management on the part of learning process.

Influence of Class Size on the Teachers' Classroom Management

As part of one of the major findings of this study was that, the respondents were of the view that population range of the classroom for the purpose of teaching and learning would have a very large extent impact on the teachers' classroom management in secondary schools especially when there is overpopulation or overcrowding of students in a classroom. This will undermine that essence of effective classroom management. This response is in line with the contribution of Oyeleye (2003) who said that, the present situation, where a classroom meant for forty pupils is now being occupied by over one hundred and twenty pupils has in no measure contributed to poor performance of teachers. He added that the abnormal situation tends to weaken teachers' delivery capacity as classroom control became much harder. In addition that such an ugly situation gives room for students absenting themselves from classes without the teachers getting to know it. Similarly, Nwadiani (2000) thus observed that in most Nigerian schools, classrooms are overcrowded as teacher / pupils ratio has become very unmanageable and effective learning no longer takes place due to increase in class size without increase in resources and facilities which invariably leads

to the over-utilization of the available resources including teachers and facilities. In the same vein, Oguntoye (1982) noted that increase in enrolment level when other factors are held constant would automatically increase the teacher to student ratio. He opined that the resultant effect will not only work undermine teachers performance but also affect the internal efficiency of the school.

Also, other factor with unanimous agreement was that of conduct of examination in a large class as this is one of the factors that can affect teachers' classroom management to a large extent. This factor was similarly observed by Adepoju (2003) who mentioned that good academic performance of pupils in public examination is a product of conducive environment, which influences teachers' performance.

The result of hypothesis three indicated that there was no significant difference in mean rating of influence of school size on the teachers' classroom management in secondary schools on urban and rural areas. In other minds, the opinion of the respondents were the same. The mean scores supported this finding. Hence, there is no much difference between the mean score for the urban and rural schools. The difference is statically insignificant.

Influence Students Activities on the Teachers' Classroom Management

It has been indicated that the respondents thus agreed with the five items provided as variable that can serve as impact on teachers' classroom management in schools in urban and rural areas. The respondents agreed as indicated by the means score that carrying out of the class work will have a large extent impact and enhances teachers' classroom management effectively. Also, the students' negative attitude and behaviour, such as hooliganism, noise making during lesson periods, lateness to the class would have impact as well. This is reflection to Adeboye and Afolabi (1997) they opined that, the classroom teacher is a professionally trained leader, builder, moulder, trainers of ideas, habits and attitude of the children with a view to bringing forth children who are physically strong, mentally alert, emotionally stable, culturally sound and socially efficient. In addition that, the truancy habit of many student nowadays has undermined efforts of teachers in terms of good performance in classroom management. Due to the problem of overpopulation which has being a common phenomenon in recent times, some students use the avenue to become regular absentees.

Some students, at times, deliberately miss continuous assessment test, refuse to attend lesson while in school and prefer to be loitering about unnecessarily and bullying over other junior students, and the likes. On a

similar note, Adeniyi (1995) thus pointed at other common children misbehaviour such as dishonesty, destructiveness, truancy and unruly attitude as reason for childhood delinquency due to family background, upbringing, negative influence of peer groups and the likes.

Implications of the Study

1. One of the implications of the study is that the size of the classroom might be insignificant if the appropriate class size is not put in place to accommodate students of different age categories, that is, the size of the classroom must be of required standard with appropriate numbers of furniture to accomplish good sitting arrangement. This implies that there may be every tendency that population changes among schools in urban secondary school might be higher than student population in the school at the rural areas, to prevent overpopulation within the classroom range. The available classroom size must be up to standard and equally sufficient enough to cater for rapid population explosion. Also, in the area of functional library, this implies that all what it is entails for a library to be functional must equally be provided such as relevant reference materials, journals, serial shelves etc, but as a matter of fact, the issue of functional library has not been readily available in most of the schools either at urban or

rural, what operates in most schools is the improvised library which is not up to standard. Due to non- substantial and effective library, it has to a large extent affect the reading culture of most of our students and by implication has a negative effect on the teachersö classroom management.

2. Another implication of the study is that, the location of the school and class in most cases has been one of the fundamental problems militating against effective classroom management. For instance, the location of some schools at the urban area centered at the market point will definitely undermine effective classroom management because the location of the school and class will not be a conducive atmosphere for effective teaching and learning. The leadership style of some principal is nothing to write home about. Due to poor leadership of some principal as a result of being autocratic and non democratic in leadership resort to low level of discipline among the teachers and students. However, this is not to say that some teachers equally live up to expectation. The result of bad leadership style of some principals does not give room for good relationship between the school authority, the teachers, the parents and the students. Hence, when there is no cordial relationship between the school authority and

members of staff, definitely by implication such deficiency will automatically reflect and affect the relationship between the school authority, staff, parents and the entire students as a whole while this in furtherance affect teachers' classroom management.

3. Also, the population of the students in a classroom situation matters a lot to determine the effort of teachers and the academic progress of a school. However, population explosion has become a normal phenomenon among our secondary schools especially those ones in the urban areas as a result of increase in the enrolment level and the issue of free education programme being embarked upon by some state of which Lagos State is one of them. Due to the uncontrolled system of enrolment process, this has given room for some reasons why most of our secondary schools are overpopulated and by implication affect teachers' performances and the output level of the school. Most of the concerned school to some extent have students population of minimum of one hundred plus of students in a classroom and minimum of two attendance registers. The implication of this, is that the conduct of examination under this situation will not be conducive for proper supervision of conduct of examination which

gives room for students to cheat and engage in other examination malpractices.

4. In addition, the implication of this research is that, if the students population is not controlled it will not give room for thorough supervision of students class work and home work. Also, effective studentsö participation in class may not be attainable hence, noise making and misconduct attitude is prone to this kind of situation.

Recommendations

On the basis of the above findings, the researcher made the following recommendations for improvement taking into consideration the need for school plant to enhance positive impact on teachersö classroom management in secondary schools irrespective of their locations.

1. The principal, vice- principal and senior tutors should be made to undergo training and re- training programme to update their knowledge and skills. This forms of programme will enable them to increase their performance and enable them to live up to expectation as far as the profession is concerned.
2. Similarly, the teaching and non- teaching staff should equally undergo training and retraining programme for them to be

effectively relevant on the teaching profession and the need to enhance efficient performance.

3. The government on her part should endeavour to organize seminar, workshops, training and retraining programmes for all the school heads and other principals officer as well as teaching and non-teaching staff to enable them withstand the challenges on the profession.
4. Also, the government should equally ensure they provide adequate facilities necessarily to enhance effective teaching and learning.
5. Also, the school heads, teachers should map-out strategies to uplift the tone of discipline and foster harmonious relationship within the entire staff, students, parent and their entire community.
6. In addition, all categories of staff within the school system that require obtaining professional qualification should be encouraged to do so for the purpose of enhancing overall positive performance.

Limitations of the Study

The study was constrained on a number of ways. However, the obvious limitation of this study involve the following:

1. The study was limited on areas of determining the respondentsö full knowledge on the influence of school plant on teachersö classroom

management in secondary schools in urban and rural areas. The knowledge of respondents on the subject matter in terms of professional touches.

2. Possibly, there could have been fake responses to the items on questionnaire provided by the researchers. The extent of this may influence the finding of this research.
3. The study was centered on government schools. The inclusion of private schools will further validate the findings in future studies for greater generalizations.

Suggestions for Further Research Study on the Strength of the Finding on the Study

The researcher suggested that further research work be done on the following areas:

1. Constraints to enhance effective influence of school plant on teachers' classroom management
2. Leadership styles of school heads and other principal actors to foster and attain effective teachers' classroom management.
3. Factors responsible for poor classroom management by teachers in public and private secondary schools.

4. Constraint to effective classroom management by teachers in tertiary institutions.
5. Factors responsible for poor funding of education to enhance effective classroom management in Nigeria.
6. Strategies as a device mechanism to enhance teachers' classroom management in Nigeria contemporary society.

Summary

The research study identified the extent to which school plant influence teachers' classroom management having noted that school plant is one of the essential functions and tools that can influence teachers' classroom management. Other variable also considered in this research work is the influence of school climate on the teachers' classroom management. Items considered in this respect include the location of the school and class. Relationship between the school authority and teacher; relationship between the teachers, students and parents.

On a similar note, other factor considered was class size having influence on teachers' classroom management. Items taken into consideration in this respect include population, class attendance by the students, conduct of examination and collation procedures, supervision of class work and home work.

Finally, additional factor was students' activities under the following considerations. Students participation in class, carrying out of class work and home work, students misbehavioural attitude such as bullying, hooliganism; noise making during the process of teaching and learning.

The research revealed that having given all the above mentioned factors an appropriate consideration will definitely go a long way to enhance effective classroom management of teachers.

Conclusion

The following considerations were drawn from the findings.

The perception of respondents on the impact of school plant on teachers' classroom management in secondary schools in urban and rural area was very high. This answers the research question, which inquired about the impact of school plant on teachers' classroom management on secondary schools in urban and rural areas.

It was also observed from the findings that the respondents agreed with the factors listed as impact of school climate on teachers' classroom management. Their knowledge on this variable was equally high.

The perception of the respondents on the impact of class size on teachers' classroom management was thus high that students overpopulation in the classroom is a potential threat to effective classroom management

while at the same time underscore good conduct of examination and supervision of class work and students' welfare in the class. The findings further revealed the response of the respondents on the impact of students' activities on teachers' classroom management in secondary schools in urban and rural areas.

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APPENDIX

University of Nigeria
Department of Education
Foundation Distance Learning Programme
March 2009

Dear Sir/Madam,

REQUEST FOR VALIDATION OF RESEARCH INSTRUMENT

I am a post graduate student of the above named Department currently undertaking a research study, titled impact of Environment on Teachersö Classroom Management in Ikorodu Education Zone. This research work aims at identifying the views of respondents on Teachersö classroom Management in secondary schools in Ikorodu. The attached is a copy of the questionnaire for the study could you please set this instrument for validity and reliability purposes?

Thanks for your usual cooperation.

Yours faithfully,

Oduyemi Nurudeen O.

**UNIVERSITY OF NIGERIA NSUKKA
FACULTY OF EDUCATION FOUNDATIONS**

**SCHOOL ENVIRONMENT AND TEACHERS' CLASSROOM
MANAGEMENT QUESTIONNAIRE**

Dear Respondent,

This questionnaire is to find out the effect of school environment on classroom management of teachers in public secondary school. Kindly give your candid opinion by providing answers to the question asked below. Do not write your name, your response will be confidential. Thank you.

SECTION A

Please tick as appropriate

Type of school: Junior Secondary ☐ Senior Secondary ☐

Address: _____

Nature of School: Urban ☐ Rural ☐

SECTION B

Please tick (✓) in the space provided to indicate your extent of agreement or otherwise with the following statements.

KEY

VLE = Very large extent

LE = Large extent

SE = Small extent

VSE = Very small extent

To what extent do the following influence your classroom management as a teacher in your school?

S/N	SCHOOL PLANT	VLE	LE	SE	VSE
1	Size of the classroom				
2	Availability of furniture				
3	Functional Library				
4	Availability of recreational facilities				
5	Sitting arrangement of the students				
	School Climate				
6	The location of the class				
7	Relationship between the school Authority and teacher				
8	Relationship between the Teacher students and parents				
9	Discipline in the class				
10	Leadership style of the principal				
	Class Size				
11	Population of the class				
12	Class attendance by students				
13	Conduct examination and collation of marks in a large class				
14	Supervision of classroom and homework				
15	Welfare of students in the class				
	Students Activities				
16	Carrying out of class work and home work				
17	Hooliganism of students				
18	Noise making by students when teaching is going on				
19	Students participation in class				
20	Lateness of students to class				

APPENDIX TWO

Formular for weight is

$$\frac{\sum fx}{F}$$

Where

Σ = Summation

f = frequency

Σf = sum of the number of items

x = sum of the scores

In order to determine the degree of agreement or disagreement in each of the statements in the questionnaire, weight mean will be assigned as follows.

Very Large Extent = 4 points

Large Extent = 3 points

Small Extent = 2 points

Very Small Extent = 1 points

= **10 points**

For the purpose of getting the acceptance criterion mean, the calculation will be made by adding all the weight means and dividing it by the weight as shown below.

$$10/4 = 2.5$$

The acceptance means is 2.5

The implication is that any response that is below 2.5 is not accepted and above 2.5 is accepted.

The two null hypothesis shall be calculated using t- test.

T-TEST ANALYSIS ON HYPOTHESIS I

Calculating of hypothesis one on mean rating the influence of school plant on teachers' classroom management in secondary schools between urban and rural areas.

Urban			Rural		
x			x		
3.7			3.5		
3.9			2.1		
2.9			2.3		
2.8			2.6		
3.5			2.9		
$\Sigma = 16.25$			$\Sigma = 13.4$		
$X^1 \frac{\Sigma x}{N}$			$X^2 \frac{\Sigma x}{N}$		
$= \frac{16.25}{5} = 3.25$			$= \frac{13.4}{5} = 2.7$		
$SD_1 = \sqrt{Variance}$			$SD_2 = \sqrt{Variance}$		
$Variance = \frac{\Sigma(x - \bar{x})^2}{N}$			$Variance = \frac{\Sigma(x - \bar{x})^2}{N}$		
x.	x - $\bar{x}$	$(x - \bar{x})^2$	x.	x - $\bar{x}$	$(x - \bar{x})^2$
3.7	0.45	0.20	3.5	0.8	0.64
3.9	0.65	0.42	2.1	-0.6	0.36
2.9	-0.35	0.12	2.3	-0.4	0.16
2.8	-0.45	0.20	2.6	-0.1	0.01
3.15	-0.1	0.01	2.9	0.2	0.04
		$\Sigma = 0.95$			$\Sigma = 1.3$

$$\text{Variance } \frac{0.95}{5} = 0.19$$

$$\begin{aligned}\text{SD1} &= \sqrt{0.19} \\ &= 0.435889894 \\ &\sim 0.44\end{aligned}$$

$$\text{Variance } \frac{1.3}{5} = 0.26$$

$$\begin{aligned}\text{SD2} &= \sqrt{0.26} \\ &= 0.5099 \\ &= 0.51\end{aligned}$$

$$t = \frac{x_1 - x_2}{\sqrt{\frac{SD_1}{N} + \frac{SD_2}{N}}}$$

$$= \frac{3.25 - 2.7}{\sqrt{\frac{0.44}{5} + \frac{0.51}{5}}}$$

$$= \frac{0.55}{\sqrt{0.19}}$$

$$= \frac{0.55}{0.435889894}$$

$$= \frac{0.55}{0.44}$$

Calculated E = 1.25

$$\begin{aligned}\text{Degree of freedom of} &= (N_1 + N_2) - 2 \\ &= (5+5) - 2 \\ &= 10 - 2 \\ &= 8\end{aligned}$$

Df of 8 @ 0.05 level of significant = 15. 507

The tablet (critical value oft) at 0.05 significant level = 15. 507

Table (15.507 > 1.25) we accept the null hypothesis

T- TEST ANALYSIS ON HYPOTHESIS THREE (3)

Calculating of hypothesis three on mean rating of school size or the teachers' classroom management in secondary schools in urban and rural location

Urban

Rural

X

X

3.9

3.8

3.5

3.5

3.5

3.4

3.3

3.2

2.9

2.7

$\Sigma = 17.1$

$\Sigma = 16.6$

$$X_1 = \frac{\Sigma X}{N} = \frac{17.1}{5}$$

$$x = \frac{\Sigma X}{N} = \frac{16.6}{5}$$

N 5

N 5

$$X_1 = 3.42$$

$$X_2 = 3.32$$

$$SD_1 \sqrt{Variance}$$

$$SD_2 \sqrt{Variance}$$

$$V = \sum (x - \bar{x})^2$$

$$X \quad x \quad \bar{x} \quad x - \bar{x} \quad (x - \bar{x})^2$$

$$X \quad x \quad \bar{x} \quad x - \bar{x} \quad (x - \bar{x})^2$$

$$3.9 \quad 0.48 \quad 0.2304$$

$$3.8 \quad 0.48 \quad 0.2304$$

$$3.5 \quad 0.08 \quad 0.0064$$

$$3.5 \quad 0.18 \quad 0.0324$$

$$3.5 \quad 0.08 \quad 0.0064$$

$$3.4 \quad 0.08 \quad 0.0064$$

$$3.3 \quad -0.12 \quad 0.0144$$

$$3.2 \quad -0.12 \quad 0.0144$$

$$2.9 \quad -0.52 \quad 0.3844$$

$$2.7 \quad -0.62 \quad 0.3848$$

$$E = 0.642$$

$$SD1 = \sqrt{0.642} = 0.80$$

$$SD2 = \sqrt{0.668} = 0.82$$

$$t = \frac{x_1 - \bar{x}_1 - x_2 - \bar{x}_2}{\sqrt{\frac{SD_1^2}{N_1} + \frac{SD_2^2}{N_2}}}$$

$$342 - 332$$

$$\sqrt{\frac{SD_1^2}{N_1} + \frac{SD_2^2}{N_2}} = \sqrt{\frac{0.80^2}{5} + \frac{0.82^2}{5}}$$

$$\frac{0.1}{\sqrt{0.16 + 0.164}}$$

$$t = \frac{0.1}{0.324}$$

$$= \frac{0.1}{0.569209978}$$

$$= \frac{0.1}{0.57}$$

$$= 0.175438596$$

$$\text{Calculated } t = \underline{0.175}$$

$$\text{Degree of freedom df} = (N_1 + N_2) - 2$$

$$= (5+5) - 2$$

$$= 10 - 2$$

$$= 8$$

$$\text{Critical } t \text{ value of } 8 @ 0.05 = 15.507$$

The tablet critical value of t @ 0.05 significant level 15.507

Therefore, the tablet- critical value $>$ tablet (15. 507) 0.175. Hence we accept the null hypothesis.