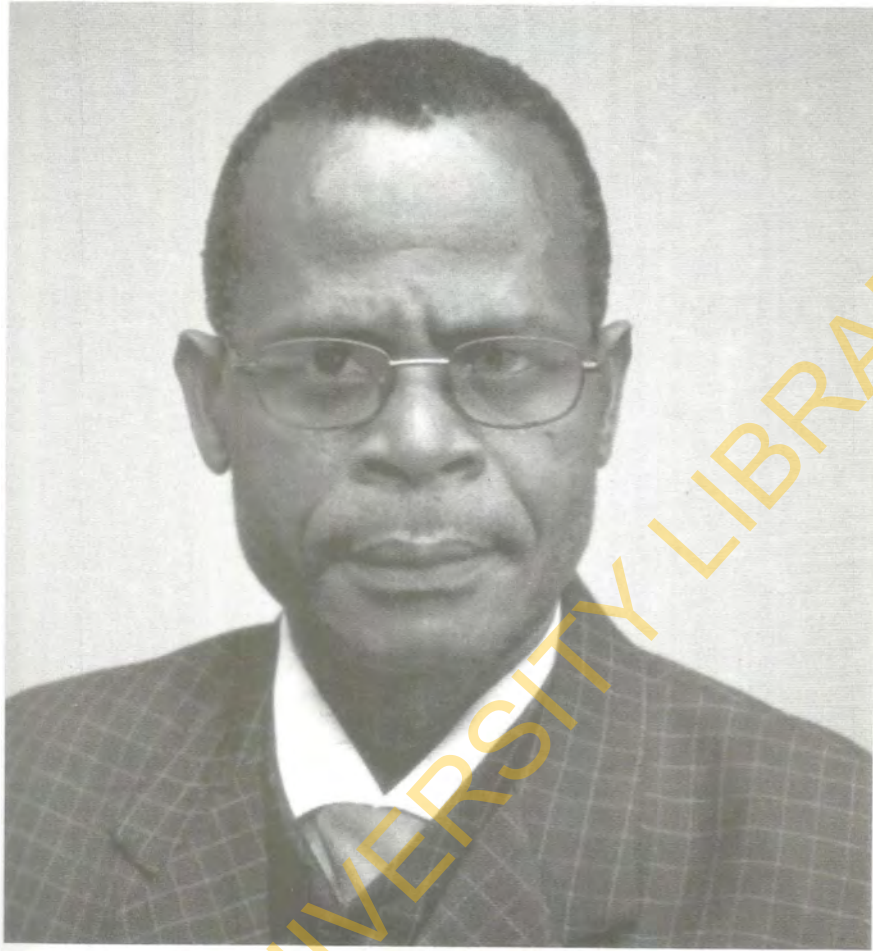




ISSUES IN CURRICULUM AND LANGUAGE EDUCATION

Edited by:
FOLAJOGUN V. FALAYE
JOSEPH A. ADEGBILE

Volume 2



PROFESSOR MAC ARAROMI

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**ISSUES IN CURRICULUM AND LANGUAGE
EDUCATION**

Volume II

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**Folajogun V. Falaye
Joseph A. Adegbile**

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FOREWORD

A giant scholar deserves giant-size tributes and that explains the monumental size of this book, which is presented in two volumes for ease of exploration by various categories of readers. Professor Mac Araromi exerted enormous positive influence on a large number of younger scholars, and that accounts for the enthusiastic response to the call for papers in his honour by the Institute of Education, University of Ibadan. QUALITY and THOROUGHNESS, enviable traits for which Prof Araromi is well known and appreciated, are also a hallmark of this two-volume monumental work, as can be seen in the range, the depth and the engaging nature of the contributions.

The book has so many glaring characteristics. First, there is the range of subjects covered. These range from Early Childhood Education, through general curriculum issues, special fields pedagogy, teacher education, management-planning policy issues, language education (Professor Araromi's first love) and educational evaluation (his companion field of academic concern).

Equally of compelling attention is the depth of coverage of everyone of the contributions. Originality is the hallmark of the essays in Volume One and this is aptly complemented by the creativity that underlines all the research studies in Volume Two. These are traits that make the twin compendium a *pick-up-open-read-reflect as you go along* the educational tool.

A good discussion, says the sage, is one that never really comes to an end, as every closing session simply signals the beginning of another session that broadens the horizon of the earlier sessions. This maxim is seen in the essays in Volume One, each of which concludes by not closing the discussion, by raising issues for further in-depth intellectual and practical explanation.

The conclusion of a research endeavour simply opens a Pandora's Box for more research, says another sage. Volume Two of this twin compendium lends credence to this maxim, as every one of the papers builds on previous research, follows the rigours of field research in Education, applies the appropriate investigative tools, draws appropriate conclusions from the findings, and uses the findings as evidence-informed tool for practical activity recommendations. The works then go further in a *the-more-you-look-the-less-you-see* manner to highlight areas needing further in-depth exploration. Thus, readers do not simply learn about research; they improve on their appetite for research.

Professor Araromi's academic colleagues, the innumerable students he has helped to identify, nurture and mentor, and his close associates have in this twin volume shown adequate appreciation for his leading star academic role. They have responded to the Institute's call for papers in his honour with a wide range of quality contributions that make the work an academic jewel. Students of Education, academics in that discipline, education system/institutional level managers, and school/classroom level practitioners would find in this work not just food for thought but also food for action. I congratulate the originators, the editors and the contributors for joining in a worthy cause. To the readers, I say 'make the best of this rich mine of worthwhile theoretical enlightenment and practical guide to your work in your chosen field of, and engagement in the education enterprise'.

Emeritus Professor Pai Obanya

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PREFACE

This book titled "Issues in Curriculum and Language Education" is a compendium of carefully selected papers written in honour of our loved one: Prof. Mac Araromi who is retiring from the Institute of Education, University of Ibadan after many years of meritorious service. The diversity of papers received when the call was made mirrors the extent of the love and respect his colleagues both junior and senior, friends, family members and well-wishers within and outside the university have for him.

The materials have been arranged into two volumes—Volumes 1 and 2. Both volumes consist of two sections each, and are divided into chapters based on the focus of the contents. Section 2 of volume 1 is further divided into 4 parts. In all, Volumes 1 and 2 have 35 and 23 chapters respectively, totalling 58 articles. This arrangement is done to help readers galvanize their understanding of diverse topics covered in the two volumes.

Volume 1

Section One: Tributes to Prof. Mac Araromi

Section Two: Essays

- (a) Curriculum Issues (9 Chapters)
- (b) Language Education (9 Chapters)
- (c) Legal Issues (3 Chapters)
- (d) General Education (14 Chapters)

Volume 2

Section One: Tributes to Prof. Mac Araromi

Section Two: Empirical Studies (23 Chapters)

An overview of the nine articles on curriculum issues shows a discourse so rich and diverse covering social skills development in children, x-raying the benefits and barriers; the place of early Childhood Education in reforming education and the challenge of national liberation in the country, Science and Technical education; ICT and Civic education. The chapter on managing the curriculum development process in tertiary education is particularly informative.

Professor Mac Araromi, the man we are honouring, is a Language Education specialist. Therefore, the sub-section on Language Education is symbolic. It also contains 9 chapters that present topics such as self-communication, language acquisition process and reading comprehension. The chapter on idioms and proverbs is particularly comprehensive highlighting their origins, meanings, uses in different settings, and their benefits, with lucid examples.

Legal issues in Education are contained in a 3-chapter sub-section. For many Nigerians who may have doubts about the quota system policy on admission into tertiary institutions in the country vis-à-vis the legal right of individuals to education, how the policy affects access to education, this is a must read. The sub-section also includes a chapter on the role of ICT in legal education.

The fourth sub-section titled 'General Education' engages readers with a variety of topics. It starts with a chapter on quantitative and qualitative research paradigms that will enable readers to gain insight into these complimentible research traditions. Articles on childhood education discuss its role and significance of play, child exploitation and the role of early childhood care. The place of evaluation, uses of statistics, classroom assessment, psychosocial issues and security are some other insightful articles.

Volume 2 is exclusively devoted to reports of empirical studies that cover wide topics in education such as French Language Education, English Language Education, Biology Education, Chemistry Education and Economics Education. Perusing the 23 chapters in this volume, factors influencing students learning outcomes such as the school, home, teacher, psychological factors in different subject areas appear to be the main focus of authors, hence a greater proportion of the articles in volume 2 is devoted to these topics. Other topics dwell on graduate employability and availability of teaching and learning resources.

It is hoped that issues discussed by contributors will be useful to a wide spectrum of readers, especially educational researchers, planners, policy makers, teachers and students. And to provide a deeper understanding of important topics discussed, advanced teaching and learning outcomes and educational research in general are suggested. Therefore, this book is recommended to prospective readers as I am confident that they will profit from it.

Finally, I would like to express my appreciation to the contributors and editors. Permit me to mention some individuals for their roles in midwifing the book. Emeritus Professor PAI Obanya who kindly wrote the foreword and reviewed the two volumes, Mrs. Farai of the University of Ibadan, and in particular Mr. Sunday Okocha, the Institute ICT officer for his tireless efforts at downloading the articles, printing and arranging them.

For those whose papers do not appear in the two volumes, it is simply to avoid making the book unwieldy.

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BRIEF ON PROFESSOR MAC. ADERELE ARAROMI

Maclean Adererele Araromi was born at Imoboro village in Okitipupa Local Government Area, Ondo State in October, 1947. He was born to Pa Joshua Eniayeju Araromi and Madam Esther Otebusola Araromi, both of them from Iju-Odo also in Okitipupa Local Government Area. His mother had seven children and young Mac is the third. His father had four wives of whom his mother was the first. Without equivocation, young Araromi is from a polygamous family.

In January 1952, he became a pupil at L.A. Primary School, Ilutitun. Many of his teachers liked him so much because he was very responsible and coruscatingly brilliant. His life in the primary school was rather eventful. He was lucky to attend a primary school where there was discipline. In other words, he interacted with both teachers and fellow pupils that had discipline. According to him, going to school at that time was rather stressful; most especially for those going from the village. To God be glory! The kind of discipline instilled in him still reflects till today. Let me assert here that Professor Araromi is a very disciplined man.

From January 1958 to December 1963, Maclean started his secondary school life at St. Joseph's College, Ondo. He was the youngest in Form I, and in spite of his young age, he was able to hold his own because of two major factors namely: the sound discipline he had received at the primary school level and his sufficiently sound academic background. His life in the College was very interesting. There were good, dedicated teachers, mostly white since it was a Catholic institution. There, these teachers tried to add to the level of discipline which Mac brought from the primary school. St. Joseph's College was a star throughout Ondo State at that time.

In November 1963, his world of work began. After passing through a lot of hurdles in an attempt to get a job, at last he got a teaching appointment at Adekile Godwill Grammar School, Aperin, Ibadan. Later, through his aunt's assistance, he worked with the Ministry of Economic Planning and Community Development, Secretariat, Ibadan. He later applied to Olunloyo College of Education for admission and was offered. He completed his three year programme at the College of Education in December 1968. In 1969, he was posted to Methodist High School, Ilesa. He taught French in Forms I, II, IV and V and English in Form IV. In October 1969, he left Methodist High School, Ilesa for the University of Ibadan to study Education and French. Later on, during his course registration in the Department of Modern European Languages and Faculty of Education, he found himself in a state of dilemma. The then Head of Department who was also the Dean of Faculty of Arts, Professor

H.G.H. Evans wanted to have him in the Department to major in French because of his excellent NCE results. His claim was that he would spend three years in the Faculty of Arts as against four years in the Faculty of Education since he would have to travel to France for one year immersion programme in French. At the same time, the Dean of the Faculty of Education also did not want to release him because of the same good result in French at the NCE level. After two weeks of exchange of notes between the two of them, he was finally released by Professor Miller to the Faculty of Arts.

His one year Immersion Programme abroad and his final year were quite interesting. Before he travelled in September 1970, he had paid a visit to his father in their village. Mac did not know that it was the last time he would see him, though the old man had had a premonition that he would die before his arrival. He went abroad in September 1970, and on 7th March, 1971, his father died. His stay in the University of Dakar was quite eventful and rewarding for he gained a lot of experience by interacting with different people. He was also able to have a deeper knowledge of French language. After his arrival from abroad, he returned to the University of Ibadan to continue his studies. He sat for the end of session examinations and made a 2nd Class degree, upper division, in his department.

In his life after University Education, he got a job with the Federal Civil Service Commission in Lagos. His stay there was for a short period. He was later transferred to Federal Government College, Odogbolu, Ogun State, where he was an Education Officer in charge of the teaching of French. He got married in February 1973 and his wife joined him at Odogbolu immediately after their wedding. No sooner had he got married than he had admission to pursue a postgraduate degree at the University. In July 1976, he was offered a job at the Polytechnic Ibadan. He taught French at the Department of Language and General Studies.

He later registered for his Masters in Education programme and successfully completed it in 1983/84 academic session. His outstanding performance in the M.Ed examination qualified him for the direct admission to the Ph.D. programme for which he registered in the 1984/1985 session. So, Mac. Araromi was under the supervision of Professor Ayorinde Dada for two and a half years. He defended his doctoral thesis in October 1987. Immediately after this, he applied to the Institute of Education, University of Ibadan for the Post of Research Fellow I and was appointed in July 1987. He assumed duty on 2nd October, 1987 at the Institute of Education after leaving the Polytechnic, Ibadan, where he served for about eleven years.

He had his promotions at the appropriate time. He became Professor in October 1997. Professor Araromi was appointed Director of the Institute of Education on 23rd May, 2007. He had the grace to spend two terms, (the first Director that had such an opportunity). He completed the first term in July 2010 and the second term in 2013. Professor Araromi supervised forty-five Master's degree students and twenty-three Ph.D. students. It should also be mentioned that during his tenure as the Director, he also had the grace of appointing six academic staff members (Research Fellows).

Professor Araromi is a world renowned poet. He received the international Poet Merit Award in 1995 in recognition of his poetic artistry. He was awarded world medal of honour by the American Biographical Institute for his distinguished accomplishment in his chosen field in July 2002. He also received the African Age Role Model Award for Excellence in April 2012. In 2008, Professor Araromi was awarded the chieftaincy title of Olu-Omo of Ikale land by the Abodi of Ikale Land, as well as an award for Distinction in Education from Ikale Community Elites. A prolific writer, he has published nine French books and more than sixty journal articles in reputable journals both nationally and internationally. A multilingual professor, he speaks Yoruba, English, French and German languages fluently.

It is obvious that Professor Araromi can confidently say: "I came, I saw and I conquered". Arrival at the septuagenarian age is a great blessing – the retiring age of professors. Precisely, Prof. Mac Araromi clocks 70 this year. As he continues to go through this phase in his life and as he is retiring this year, I wish him sound health, peace of mind and all other blessings from above.

Au Re-Voir

Dr. J.A. Adegbile
Institute of Education
University of Ibadan.
March 2017.

SECTION TWO: EMPIRICAL STUDIES

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**CLASSROOM MANAGEMENT, CLASS SIZE AND
TEACHER-STUDENTS INTERACTIONS AS
CORRELATES OF STUDENTS' ACHIEVEMENT IN
JUNIOR SECONDARY SCHOOL SOCIAL STUDIES
IN RIVERS STATE**

Ikmat Olanrewaju Junaid & Nsirim Nwogu

Introduction

Education transmits wisdom and knowledge of the older generation to the younger ones, to help them become functional members of the society (Adeyemo 2008). Classroom management is a process of ensuring that classroom lessons run smoothly even when students display disruptive behaviour. It has to do with laying down rules for students during the teaching and learning process. According to Bear (2008), rules give students concrete direction to ensure that teacher's expectation becomes a reality. It is all the things a teacher does to organise students, space, time, and materials, so that learning can take place. Katharina (2008) observed that there is a definite and direct correlation between classroom management style and academic achievement. He went further to say that if a teacher is having problems with classroom management, then his/her students will certainly record low academic achievement scores. In contrast, well-managed classrooms provide an environment in which teaching and learning can flourish.

It is pertinent to note that surveys of teacher effectiveness report classroom management skills as of primary importance in determining students learning outcome. Thus, management skills are crucial and fundamental (Freiberg, Huzinec & Borders 2008 and Ajayi & Ayodele 2002). Good classroom management is essential for a conducive learning environment and this focuses on teachers' actions and how these contribute towards helping the students to willingly and freely participate in class discussions. It also involves asking questions, attending to students and dealing with misbehaviours. Where there is no classroom management, there will be disruption and teachers may not be able to achieve the set objectives. It is argued that an educator cannot be considered a highly effective teacher without a mastery of sound best

practice strategies for managing classroom time, space and student behaviour (Afe 2003). Hence, the best learning environment possible is the primary focus of the classroom teacher's responsibility.

However, in the Nigerian public schools, the increasing problems of over-populated classrooms, inadequate instructional materials, non-conducive school climate, negative attitudes of students towards school and inadequate amount of basic materials such as seats for teachers and students present complexities for teachers working to manage classroom behaviours (Adeyemi 2008). In like manner, Adelman and Taylor (2002); Gabriel (2009) and Adeniji (2001) agree that effective classroom management entails arrangement of classroom, alertness to classroom problems, acknowledgement of students' behaviours, reinforcement of acceptable behaviour, provision of negative consequences for unacceptable behaviour, establishment of clear learning goals, taking personal interest in students, exhibition of assertive behaviour by the teacher and awareness of high-need students.

For the purpose of this study, classroom management involves four broad, independent dimensions—classroom organization, instructional management, teacher-student relationship and control and discipline. These four entities intertwine to form a healthy classroom atmosphere for students and teachers. According to Durosaro 2000, appropriate layout of the class desk and materials will help reduce interruptions, delays and problems. The room should be a relaxed atmosphere where students can enjoy learning. Jaiyeoba (2003) also reports that placing large amount of interesting printed materials in the classroom aids pupils' participation and learning. A consistent finding is that effective teachers emphasize academic instruction as their main classroom goal, have an academic orientation, create a task-oriented environment, and spend classroom time on academic activities rather than on socializing (Afe 2003; Adeyemi 2008, Adeogun 2001 and Adelman & Taylor 2002).

Class size encompasses a wide variety of instructional settings ranging from student one-on-one tutoring to internet on-line classes, serving several hundred students at one time. Likewise, the concept of small and smaller class size evolved greatly in the course of the 20th century. While class size denotes the average number of students entrusted in the care of one teacher over the course of one year, pupil-to-teacher ratio refers to the number of students within a local educational authority divided by the number of certificated personnel servicing the student population employed by the organization (Bourke 1985). Literature related to instructional settings has used erroneously both concepts of class size and

pupil-teacher ratio interchangeably. While actual class size may vary during the year or even during the same day, pupil-teacher ratio are usually smaller since they may include certificated personnel not assigned to one classroom or assigned to smaller classes such as those typically required to service special need students.

Class size includes considerable variations such as allotted time, student characteristics, instructional methods, grade levels, subject areas, which, if left undefined, may cause an underestimation of the true relationship with student learning outcome (Adeyemi 2006). The size of class may vary during the school day as students move between lessons or are withdrawn for particular purposes. Ideally, a continuous monitoring of class size is required, which can then be analysed to look for useful summary measures, such as the proportion of time spent in classes of different size.

Effective teacher-student interactions involve primarily, specific teacher behaviours such as exhibiting appropriate levels of dominance, cooperation, and being aware of high needs of students. Students feel comfortable in classrooms with teachers who value, respect and solicit their opinions (Junaid & Famoroti 2013). Also, Jaiyeoba (2003) observes that when students are not treated with respect, they drop out emotionally, intellectually and physically. Humour is a key element in the classroom because it enforces the ease of students and makes them feel comfortable in school while still learning. Research shows that a warm, supportive environment is important to teacher effectiveness especially in encouraging students to contribute constructively to the lesson (Adeniji 2001). Teachers who are perceived as being understanding, helpful, friendly and show leadership skill without being too strict, enhance student achievement and affective outcomes. Literature indicates that academic achievement and productive behaviour are influenced by the quality of the teacher-student interactions (Afe 2003; Adeyemi 2008; Adelman & Taylor 2002) explains that the quality of teacher-student interactions is the key to all other aspects of classroom management.

In line with the National Policy on Education (FRN 2004) objectives, social studies teaching and social studies is a compulsory subject at the junior secondary school level and a requirement for admission at the senior secondary school level into the social science class. Learning provide learners with the opportunities to reflect critically upon events and issues in order to examine the present, make connection with the past, and are able to consider the future. It also assists the learners to understand their roots, comprehend their context, recognize the commonality of people, appreciate the delicate balance of rights and responsibilities in an

open society and at the same time develop the habit of thoughtful analysis of the real world. Social studies by its nature can be very effective in promoting critical thinking. In the same spirit, Olabisi (2011) observed that the content of social studies is designed to provide the most vital knowledge all Nigerian students should necessarily consume and acquire as good Nigerians.

Statement of the Problem

Students' performances in junior secondary schools in recent time have not been impressive based on the report from chief examiners of public examining bodies. Most often, teachers are blamed for students' poor learning outcome which suggests that there is no close interaction between teachers and students which should enhance a desirable students' achievement in social studies. Several studies had researched into some aspects of classroom management and size as well as their implication on students' learning outcome, but it seems only few had attempted to investigate the relationship between students' achievement, classroom management, class size and teacher-students interaction. The researcher therefore, investigates classroom management, class size and teacher-students interaction as correlate of students' achievement in social studies in Rivers State.

Research Questions

Based on the stated problem, the researcher provides answers to the following questions.

- (1) What is the pattern of teacher-students interactions in social studies classroom in Rivers State?
- (2) What is the relationship between classroom management, class size and students' achievement in social studies in Rivers State?
- (3) To what extents do classroom management, class size and teacher-students interactions correlate with students' achievement in social studies in Rivers State?
- (4) What are the relative contributions of classroom management, class size and teacher-students interaction on students' achievement in social studies in Rivers State?

Methodology

This study is an expos facto research. The target population of the study comprised all JSS II Social Studies students and their teachers in Public

Schools in South-East Senatorial District of Rivers State. Multi-stage sampling technique was employed for the study. Simple random sampling technique was employed to select four out of the eight local governments in the District. Three schools each were randomly selected, given a total of twelve schools in all. All the thirty-two (32) Social Studies teachers were purposively selected for the study while twenty-five (25) students were randomly selected from each school. The total sample therefore amounted to 332 participants (32 teachers and 300 students). Five research questions and three validated instruments guided the study, namely: Classroom Management and Class Size Questionnaire (CMCSQ); Classroom Interaction Sheet (CIS) and Social Studies Achievement Test (SSAT). Data were analysed using simple percentages, Pearson Product Moment Correlation and Multiple Regressions.

Results

Research Question One: What is the pattern of teacher-students interaction in Social Studies in Rivers state?

Table 1: Profile of Social Studies Teachers' Classroom Interaction Pattern

Teacher category	Individual student work	Student group Activity	Teacher prompting learning	Mono-Logue	Teacher not facilitating learning	Confusion	Others	Total
% Total	392	376.2	1776.5	74	243.88	120.6	70	3053.18
% Mean	13.06%	12.53%	59%	2.5%	8.13%	4%	2.3%	100%

Considering the result from the overall history teachers' interaction pattern, the teachers observed used only 25.59% of the period for Students' activities which is $\frac{1}{4}$ of the subject period, 59% was used by the teachers to facilitate learning and 15.6% goes to other activities that do not facilitate learning. This implies that 25.59% of the classroom interaction was given for students' participation and 74.41% occupied with teachers facilitating learning and other activities which are not facilitating learning. This may be resulting from necessities of detailed explanation required in social studies classroom.

Research Question Two: What is the relationship between classroom management Class Size, Teacher-Students' Interaction and Students' Achievements in Social Studies in Rivers state?

Table 2: Correlation Matrix Table of Classroom Management, Class Size, Teacher-Students' Interaction and Student Academic Achievements in Social Studies

Variables	Classroom Management	Class Size	Teacher-Students Interaction	Student Achievement in Social Studies
Classroom Management	1			
Class Size	0.061	1		
Teacher-Students Interaction	0.543	0.177	1	
Student Achievement in Social Studies	0.167	0.303	0.415	1

** Significant @ $p < .05$; $n = 332$

In relation to students' achievement in social studies by the three variables (classroom management, class size, teacher-students' interaction) it was observed from table 2 that at ($p < .05$), there is no multi-collinearity among the variables of the study. Also, the intercorrelation matrix showing the correlation coefficients of the predictors (classroom management class size, teacher-students' interaction) and the criterion variable (students' achievement in social studies) reveals significant positive relationship between classroom management and achievement in social studies ($r = .167$, $P < 0.05_{(.002)}$). Also, the finding reveals that class size was significant on students' achievement in social studies ($r = .303$, $p < 0.05_{(.000)}$). Likewise, the finding reveals that teacher-students interaction was significant on students' achievement in social studies ($r = .415$, $p < 0.05_{(.023)}$) this implies that all the variables considered correlate with students' achievement in Social Studies.

Furthermore, the finding shows that there is positive relationship between classroom management and teacher-students interaction ($r = .543$, $P < 0.05_{(.002)}$). However, insignificant relationship exist between class size and classroom management ($r = .061$, $p > 0.05_{(.748)}$). In the same vein, an insignificant relationship exist between teacher-students interaction and class size ($r = .177$, $p > 0.05_{(.540)}$). Hence, conclusion can be drawn therefore that, there is significant relationship among independent variables (classroom management Class Size, Teacher-Students' Interaction) and criterion variable (Students' achievement in Social Studies).

Research Question Three: To what extents do classroom management, class size and teacher-students interaction as variables correlate with students' achievement in Social Studies in Rivers state?

Table 3a: Model Summary and ANOVA of the Association between Classroom Management, Class Size and Teacher-Students Interaction and Students' Learning Outcome in Social Studies

R = .345					
R square = .119					
Adjusted R square = .111					
Standard error of the estimate = .980					
Model	Sum of squares	df	Mean Square	F	Sig.
Regression	42.243	3	14.081	14.676	.000
Residual	312.775	297	.959		
Total	355.081	300			

Significant at 0.05

From table 3a, the combination of the three independent variables, that is: classroom management, class size and teacher-students interaction is jointly related with students' achievement in social studies, with positive moderate correlation of $R=.345$, a multiple R square of .119 with Adjusted R square of .111. The multiple correlation of .345 indicates a moderate relationship among the three independent variables (classroom management, class size and teacher-students interaction) and students' achievement in social studies. Moreover, as shown in table 3a the combination of the three independent variables explains 11.1% of the variance observed in students' achievement in social studies. The observed R value was statistically significant with $F_{3, 297} = 14.676$, $P < 0.05$. This implies that the three variables actually predict students' Achievement in Social Studies.

Research Question Four: What are the relative contributions of classroom management, class size and teacher-students interaction on students' achievement in social studies in Rivers State?

Table 3b: Relative Contribution of Classroom Management, Class Size and Teacher-Students Interaction to Students' Learning Outcome in Social Studies

Model	Unstandardized Coefficients		Standardized Coefficients	T	Rank	Sig.
	B	Std. Error	Beta			
(Constant)	.639	.525		1.216		.225
Classroom Management	.292	.123	.125	2.384	2nd	.018
Class Size	.257	.050	.274	5.183	1st	.000
Teacher-Students' Interaction	.140	.074	.100	1.888	3rd	.060

Significant at 0.05.

From table 3b, it is obvious that these variables contributed significantly in the prediction of students' achievement in social studies. Class size ($\beta = .274$, $t = 5.183$, $p < 0.05$) is the most influential among the predictor variables. This is followed by classroom management ($\beta = .125$, $t = 2.384$, $p < 0.05$) and Teacher-Students' Interaction ($\beta = .100$, $t = 1.888$, $p < 0.05$). This implies that class size is a major predictor of students' achievement in social studies followed by classroom management and teacher-students interaction respectively.

Discussion of Findings

Arogundade (2009) defined classroom management as the process whereby human and material resources are organized, students motivated and inspired and a cooperative working environment created to accomplish educational objectives. The positive significant relationship of classroom management and students' learning outcome in Social Studies buttresses the assertion of Pressley (2001) who found that classroom management was a necessary component of effective teaching. When classroom management is implemented effectively, an increase in students' engagement occurs, disruptive behaviours decrease, and use of instructional time increases, all resulting in improved academic achievement.

In like manner, the findings from this study also support Katharina (2008) who observed that there is a definite and direct correlation between teacher's classroom management style and students' academic achievement. He went further to say that if a teacher is having problems with classroom management, then his/her students will certainly record low academic achievement scores. Moreover, Marzano and Marzano (2003) asserted that without good classroom management, effective teaching and learning cannot and will not take place.

Furthermore, it was discovered from the study that significant association exist between class size and students learning outcome in social studies and it is in consonance with the assertion of Bear (2008) that conducive class size will aid teaching learning process and consequently improve academic achievement. However, Shapson et al. (1980) was of the opinion that some teachers do not alter their teaching to take advantage of smaller classes and it is this that might explain why class size differences appear to have little effect on students' achievement.

Moreover, the significant result of teacher-students interaction and students' achievement in social studies support the discovery of Martin, Kimberly and Smith (1990) found that there were no significant main effects due to the teachers-students interaction in the areas of students'

achievement, classroom management, communication skills, imagination and general efficiency. Osafehinti (1995) was of the opinion that the gender of teachers has a great bearing upon their classroom interaction. According to him, male teachers are noted for tolerance and dynamism in the classroom than their female counterparts. Teacher-students interaction, by its very nature, can be characterised as a systematic and intensive social contact, necessitating a mechanism that maintains order and control (Hammersley 1990).

Conclusion

From the findings of the study, it was observed that there are positive relationships among classroom management, class size and teacher-students interaction and students' achievement in Social Studies. Therefore, when teachers improve on their classroom management and moderate class size are given to them to teach, it will encourage smooth interaction between the teacher and the student and will enable individual students to participate fully in the classroom activities which will in turn increase the students' level of achievement in junior secondary school Social Studies.

Recommendations

The following recommendations are made based on the findings of the study:

- Teachers should manage their classrooms appropriately as this will encourage the students to learn.
- Moderate class size should be given to teacher in order to enable them to cater for individual differences.
- Government and schools' administrators should provide an enabling environment that will encourage teachers-students' interaction.

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