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Teachers' Classroom Management Proficiency as a Correlate of Students' Academic Performance in Social Studies

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ABSTRACT This study investigated teachers' management proficiency as correlate of students' academic performance in social studies in junior secondary schools in Lagos state. One hundred (100) respondents comprising of students and teachers were randomly selected to form the population in this study with a self-developed questionnaire having a reliability of co-efficient 0.86 administered using Pearson Product Moment Correlation (PPMC) to analyze the data collected. Four (4) hypotheses were formulated in this study. Three of the null hypotheses showed that there is a significant relationship between the independent variable and the dependent variable, while one differs indicating that there is no significant difference between the two variables. The study concluded that, the level of experience of the teacher is a determinant of students' academic performance while classes effectively managed by teachers are likely to perform better than those poorly managed because the students will lack concentration. It is therefore recommended that, regular workshops and seminars be organized for the teachers.