

Aderogba, A. A. and Aluko, K. O. (2009): The effect of classroom management patterns on students' achievement in chemistry. *International Research Review*. Vol. 1, No 2, 120-128

EFFECTS OF CLASSROOM MANAGEMENT PATTERNS ON STUDENTS' ACHIEVEMENT IN CHEMISTRY

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Abstract

The study investigated the effects of different classroom management pattern on student achievement in chemistry. A criterion sampling technique was used in selecting six (6) secondary schools in Ilesa West Local Government Area of Osun State and a total of two hundred and thirty-eight chemistry students formed the sample of the study. Four hypotheses were raised. Chemistry Achievement Test (CAT) was the main instrument used in gathering data for the study. The data collected were analysed using analysis of covariance (ANCOVA). The result showed that classroom management (project involving groups and whole class activities) has a significant effect on the academic performance of chemistry students. Also the result of the multiple classification analysis showed that 25% of the total variance in the performance of students in chemistry is attributed to classroom management. Among the recommendations made was that Faculties of Education and Colleges of Education charged with the responsibility of producing chemistry teachers should ensure that the pre-service teachers are acquainted with

the techniques of classroom management, as this will promote the teaching and learning of chemistry in the secondary schools.

Keywords: Classroom Management, Project Groups, Whole Class Activities