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PROBLEMS ASSOCIATED WITH CLASSROOM MANAGEMENT IN SECONDARY SCHOOLS IN ONITSHA EDUCATION ZONE.

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ABSTRACT

This study analyzed problems associated with classroom management in secondary schools in Onitsha Education Zone. A descriptive survey research design was adopted for the study which was carried out in public secondary schools in Onitsha Urban Education zone of Anambra State. Four research questions guided the study. From a population of 1,466 teachers, a sample of 200 teachers was drawn using a multistage sampling procedure. A researchers' developed instrument titled "Questionnaire on Problems of Classroom Management" (QPCM) which was validated by three experts was used for data collection. The questionnaire was structured on a four point scale of Strongly Agree (SA), Agree (A) Disagree (D) and Strongly Disagreed (SD) weighted 4, 3, 2 and 1. The internal consistency of the instrument was ascertained using Cronbach's Alpha and this yielded reliability coefficients of 0.71, 0.76, 0.79, and 0.77 for the four parts of the QPCM and 0.75 for the entire instrument. The direct administration and retrieval method was used for data collection. Mean was used to answer the research questions A mean rating of 2.50 and above was interpreted as agree while mean rating of less than 2.50 was interpreted as disagree. Results indicated that teacher related factors, lack of facilities, attitude of the school authorities and students constitute problems to classroom management. Based on the findings, it was recommended that efforts should be put together by government, school authorities, teachers and students to make classroom management more effective.

Keywords: Classroom, Management, Classroom Management.

Introduction

The concept of classroom management involves all that the teachers must do to foster pupils' involvement and co-operation in all classroom activities. Education has some laid down objectives which it hopes to achieve after going through certain processes. The National Policy on Education (2015) enjoins Nigerian system of education to raise a generation of people who can respect the worth and dignity of the individual, share responsibility of common good of the society and respect the dignity of labour.

Secondary education as a vital part of educational system of Nigeria has among its aim preparation of young Nigerians for useful living within the society and also the development and projection of the culture, arts and languages. The teacher has an important role to play before these educational objectives can be achieved because he is in direct contact with the learners.

Ogundele, Sambo and Gambo (2015) asserted that the entire business of the school rests on turning out students who are the end products of the educational system. It therefore becomes imperative and logical that school administrators and teachers must not, as of necessity, be casual in their classroom management. In other words, if classroom is poorly managed, students' academic performance will be affected which will have serious implications for both the education system and the society at large. Supporting this Babatunde (2013) placed great emphasis on services rendered to students because the schools are not built to carter for the interest of teachers, parents and educational administrations but for students. He maintained that school climate must be such that allows each student to increase his feelings of satisfaction, sense of belonging, identification and achievement in present and projected life situations.

According to Amadi (2002) to learn all, the child's sense s must be stimulated. The teaching environment is very significant. A teacher who wants to make a difference in the lives of his students will have a well-decorated classroom with beautiful artifacts, bulletin boards and display of students work relevant to the topic he is teaching. These items act as motivators. The classroom therefore should be devoid of tension, frustration and psychologically safe for the students. When there are pleasurable feelings, order, structure and harmony between what the students and the teachers do, the mood of the students seem to change positively and they are happy and eager to come to class. Under such circumstances, disciplinary problems are minimal or non-existent. Teaching and learning will be optimal.

The importance of classroom management cannot be over-emphasized. Ekpoh and Eze (2015) said that studies of administrators' teachers' and students' expectation of teacher showed that the ability of the teachers to control and dominate the classroom was considered as a major indicator of teacher effectiveness. Werang (2014) also opined that classroom management is shifting from teacher dominance to participatory interaction between the teacher and the taught, the teacher still remaining the guide. Good classroom management results to quality products from the schools because the students depend on the teacher for direction, guidance, protection, acquisition of knowledge and advice. They (students) look upon the teacher as role model.

The teacher therefore should be an embodiment of exceptional qualities. Thus, Babalola (2009) maintained that teachers need to be professionally skilled, sensitive to children's need, understanding, self-confident, creative and imaginative, presentable in appearance and wholesome in habit. He also put it that children are imitators of adults and the teacher are their 'alter ego'.

On the qualities of the teacher that will enhance good classroom management, Salih (2015) said that first ingredient for creating a productive classroom atmosphere was a pleasant teacher whose personality was characterized by empathy, warmth, genuineness and who did not take himself too serious. Adegbemile (2011) also noted the following ways as a means of encouraging acceptable students' behaviour in the classroom.

a. Carefully planned classroom procedure in which continuous challenging activity is provided.
b. Classroom procedure which evokes interest and includes exposition and supplementary to material already studies, facts, illustration and other materials new to students.
c. Successful demonstration of fairness and respect for the personality of each student
d. Careful preparation of class work and good scholarship on the part of the teacher.
e. A friendly and reasonable attitude towards students' questions and tendency to divert discussion into worthwhile related areas not precisely included in the lesson.
f. A good sense of humour

Therefore, teachers who are in direct contact with the students need a lot of administrative and managerial power in order to achieve good classroom management.

Statement of the Problem

It is generally believed that the quantity and quality of the manpower available to any nation is determined by the nature of functional education received by its citizens. Moreover, classroom management influences greatly the quality of functional education. But it has been observed that the impediment encountered by teachers in classroom management is to find out that factors that led to mismanagement of classroom is secondary schools.

Research Questions

1. What teacher related factors contribute to problems of classroom management?
2. How do lack of facility constitute problem to classroom management?
3. How do school authorities contribute to problems of classroom management?
4. How do students constitute problems to classroom management?

Method

A descriptive survey research design was adopted for the study which was carried out in public secondary schools in Onitsha Urban Education zone of Anambra State. Four research questions guided the study. From a population of 1,466 teachers, a sample of 200 teachers was drawn using a multistage sampling procedure. A researchers' developed instrument titled "Questionnaire on Problems of Classroom Management" (QPCM) which was validated by three experts was used for data collection. The questionnaire was structured on a four point scale of Strongly Agree (SA), Agree (A) Disagree (D) and Strongly Disagreed (SD) weighted 4, 3, 2 and 1. The internal consistency of the instrument was ascertained using Cronbach's Alpha and this yielded reliability coefficients of 0.71, 0.76, 0.79, and 0.77 for the four parts of the QPCM and 0.75 for the entire instrument. The direct administration and retrieval method was used for data collection. Mean was used to answer the research questions A mean rating of 2.50 and above was interpreted as agree while mean rating of less than 2.50 was interpreted as disagree.

Results

Table 1: Mean Ratings on Teacher Related Factors That Contribute To Problems of Classroom Management

	Mean	SD	Remark
1. Method of teaching earns a teacher respect and enhances class control	3.73	.93	Agree
2. Teacher's mode of dressing can cause classroom mismanagement	2.83	.48	Agree
3. Adequate use of teaching aids by the teachers makes for better classroom management	3.95	.95	Agree
4. Male teachers manage classroom better	3.27	.50	Agree
5. Classroom is mismanaged if the teacher neglects the topic he/she does know very well	3.92	.78	Agree

Table 1 presents the views of teachers with regard to teacher related factors that will enhance good classroom management. It can be seen that the mean ratings for the five listed items were above 2.50 cut of point indicating that the respondents agree that good teaching method, teachers being properly dressed, adequate use of teaching aids, more of male teachers in the school and teaching all topics in the scheme of work will enhance teachers' classroom management.

Table 2: Mean Ratings on How Lack of Facility Can Constitute Problem to Classroom Management

	Mean	SD	Remark
6. Insufficient classroom accommodation is a major cause of disorder in the classroom.	3.90	.53	Agree
7. Lack of desks/ seats has much to do with classroom management.	2.93	.47	Agree
8. Lack of text books is a source of problem in classroom management.	3.70	.77	Agree
9. Lack of laboratory is a source of classroom mismanagement.	3.70	.58	Agree
10. Unequipped laboratory is a major cause of disorder in the classroom.	3.84	.71	Agree

Table 2 shows the mean rating of teachers on facilities in the school that will enhance classroom management. From the above table it can be observed that the mean ratings of the respondents for all items are above the cutoff point of 2.50. This implied that insufficient classroom, desks/seats, textbooks, laboratory and equipped laboratory are major cause of disorder in the classroom.

Table 3: Mean Ratings on How School Authorities Contribute to Problems of Classroom Management.

	Mean	SD	Remark
11. Arbitrary admission of students can cause classroom mismanagement.	3.89	.53	Agree
12. Classroom is better managed if there is adequate supervision of teachers' work	2.90	.47	Agree
13. Recruitment of unqualified staff/personnel affect classroom management	3.57	.77	Agree
14. Efficiency on the part of school disciplinary committee in the school enhance class control.	3.92	.58	Agree
15. Negligence of the prevalence of examination malpractice affects effective class management.	3.88	.71	Agree

Result is table 3 showed that arbitrary admission of students, improper supervision of teachers work, recruitment of unqualified staff/personnel, inefficiency on the part of the disciplinary committee and negligence of the prevalence of examination malpractice by the school affect effective classroom management.

Table 4: Mean Ratings on How Students Constitute Problem to classroom management

	Mean	SD	Remark
16. Inability of students to be regular to school is a source of classroom mismanagement.	3.85	.73	Agree
17. Students being punctual to school make classroom management easier.	2.98	.49	Agree
18. Classroom is mismanaged if the students disobey the teachers.	3.86	.64	Agree
19. Classroom is better managed if the students desist from making noise.	3.95	.81	Agree
20. Loitering by the students during lessons and other relevant instruction is a source of constrains to classroom mismanagement.	3.95	.766	Agree

Table 4 indicated that inability of students to be regular and punctual to school affects classroom management. Classroom is also mismanaged if the students disobey the teachers, make noise and loiter during lessons and other relevant instructions.

Discussion

The result of this study established that the respondents are aware that good teaching earns a teacher respect and enhances class control, teachers' mode of dressing, adequate use of teaching aids and making students to be dependent and submissive enhance class control. This result is in line with Caspari (1976) who suggested that interesting and meaningful lesson is the basis for smooth classroom management. Fafunwa (1967) also found that teacher needs to be presentable in appearance and wholesome in character. It is obvious that respect is earned and not imposed. For a teacher to earn the respect of his students, he should have a pleasant personality and be a master of his subject. He should also be skillful in human relations and management.

On the issue of facilities in the school, the respondents suggested that lack of facilities like insufficient classroom, laboratory, unequipped laboratory, desk/seats and text books are major causes of disorder in the classroom. These findings are in line with that of adeyomo (1985) who found that under proper organization and management, the classroom and laboratory should be well built to accommodate students, equipment in the school are also made to suit the students and these are seats, books and apparatus of different kinds so that students might understand the lesson very well. Facilities enhance optimal learning and when students learn optimally, they are more amendable to discipline both within and outside the classroom. Before examination malpractices become rampant, students held teachers in high esteem as they saw the teachers as people who would facilitate their success. But now when success can be achieved by

hook and crook, many students think that teachers can be done without. This portends great danger for effective classroom management.

The result of the study also established that if students are irregular to school, loitering during lessons, make noise and disobey teachers, classroom are mismanaged. These findings are in line with that of Adeyomo (1985) who maintained that loitering, inattention, noise and carelessness do arrest the attention of the teacher and thus lead to classroom mismanagement. Students therefore should be well disciple right from their homes so that the work of teachers in the school concerning effective classroom management would be facilitated.

Recommendations

Based on the findings of the study, the following recommendations were given:

1. Educational development fund should be set up to help in financing education and procurement of facilities.
2. Refresher courses and seminars should be organized for teachers to make them cultivate pleasant personality and improve their professional competence.
3. Principals should be made supervisors for their own schools, even if there is leakage outside, the principals and his teachers will be better able to control their own students within the school.

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