



Issues and Solutions of Classroom Management and Control in Secondary Schools in Aguata Local Government of Anambra State

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Abstract

This research work was undertaken to find out the problems and solutions of classroom management and control in secondary school in Aguata Local Government Area of Anambra State. The study adopted a survey research design with a population of 575, drawn from 21 public secondary schools with three hundred and one (301) teachers, eight (8) mission schools and two hundred and forty-five (245) teachers. The sample size used for this study is 147. A simple random sampling technique was used to select the size which bring the sample to six (6) public schools with 71 teachers and four (4) mission schools with 76 teachers, that bring the total sample to ten (10) secondary schools with one hundred and forty-seven teachers. Five (5) research questions and twenty-five (25) items were formulated to carry out the study effectively. A structured questionnaire was used to collect data for the study. The mean was used to answer the research questions while the z-test statistical tool was used to test the hypotheses for this study. The finding reveals that inappropriate teaching methods, students' indiscipline, teachers' indiscipline hinders effective classroom management and control. Five null hypotheses tested for this study were accepted based on the decision rule. The study also made some recommendations among which was that government should make sure that the classroom is very conducive for teaching and learning by providing adequate infrastructural facilities in the classroom, teachers should try as much as possible to dress decent when going to school as students sees them as role model and students should respect their teachers and carry out their functions in the classroom.

Keywords: Classroom, Classroom Management, Classroom Control.

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INTRODUCTION

Most formal organizations like secondary schools are aimed at effective and efficient management of the human and material resources available for the attainment of organizational goals. The classroom teacher is charged with lots of functions to perform in the teaching and learning process. One of the most challenging functions of the classroom teacher is classroom management and control. The teacher's effectiveness in teaching is assessed by his ability to use varied classroom management techniques to control students towards effective and meaningful learning during instruction. Meaningful teaching and learning cannot be achieved in a classroom environment characterized by noise making and other distractions by students. The academic achievement of students of a particular classroom can be attributed to the teachers' ability to manage and control the classroom during instruction. The classroom is sine-qua-non in our educational institutions; it becomes necessary that the conditions and its effect on the learning and teaching be given adequate study.

Classroom management was defined by Ekemezie (2010) as various ways/methods and activities employed by the teacher in teaching and learning process. It also means that the available resources for classroom work are arranged to suit different cases for effective teaching and learning. According to Kyriacou (2005) the classroom is the meeting point for both teachers and students where curricular activities are implemented. Educational objectives cannot be fully achieved without the use of conducive classroom environment. Hughes (2005) is of the opinion that classroom management is the application of these professional knowledge and skills engaged in a teaching, managing, directing, or handling the affairs of the students under the classroom management. Teachers are classroom managers who perform management functions just like managers in the other organizations. When the teachers manage the classroom resources and program them effectively, they will assist the school system to achieve maximum result. Where good classroom management is lacking, there is chaos, teaching and learning are disrupted and much learning does not take place.

It is important to note that despite the effort to provide quality education through the provision of effective classroom management, the secondary school system continuous to face challenges that could compromise the quality of education provided, one of such challenges is poor classroom management. It becomes more difficult when the teachers are overwhelmed with the problems of classroom management as a result of poor mastery of the subject matter, poor methodology in teaching, inadequate facilities for teaching and learning, poor management of classroom by the teacher (Burden, 2004). In order not to be placed in this position, there is need for effective classroom management. This effectiveness of classroom management depends on the provisions of good teachers, good facilities, and adequate knowledge of subject matters, fund, and provision of good physical learning environment, good leadership style, good personality and attributes that will ensure the maintenance of students' interest. Absence of all these lead to poor performance in examination, accompanied by cheating and the standard of education continues to fall.

This study will be of great help to; the teachers to know how best to perform their roles in order to achieve the educational objectives, the students to comport themselves appropriately when teaching and learning is going on in order to achieve the lesson's objectives, the principals, administrators and the government, to know the areas of need in classroom management and how best to improve those areas of needs in order to improve the educational standard.

Statement of the Problem

The importance of good classroom management and control in the realization of the objectives of education cannot be over emphasized. Teaching and learning is willingly and enthusiastically involving a wide range of activities such as writing, discussing with students, demonstrating a procedure, supervising student's class work, reading and marking assignments. Good classroom environment with good desks and seats well-spaced out, well ventilated, good lighting, good ceiling and roof and smooth floor enhances effective teaching and learning. When the classroom environment provides students what they need, equilibrium occurs but when the classroom environment does not, there is disequilibrium. The researcher has observed that most public secondary schools in Aguata local government of Anambra state, the classroom is over populated. In most of these schools, a teacher-student's ratio of 1:80 is evidenced. The national policy on education revised (2004) recommended a teacher-student's ratio of 1:40 for normal or regular school. Besides, research has revealed an increasing rate of behaviour problems among secondary school students during lessons (Yaduma & Abdulhamid, 2007). The main thrust of this study is to identify the issues of classroom management and control for public and missions' secondary schools in Aguata local government of Anambra State, Nigeria in view of the implication of the overwhelming teacher-student's ratio.

This study aims to find out:

- The extent teachers' perception of inappropriate teaching methods affects classroom management and control in secondary schools.
- The extent to which students' indiscipline contributes to the problem of classroom management and control in secondary schools.
- The extent to which teachers' indiscipline contributes to the problems of classroom management and control in secondary schools.
- The extent to which the school administrators contribute to the problems of class room management and control in secondary schools.

The solutions to the problems of class room management and control in secondary schools.

The following research questions guided the study:

- What is the teachers' perception on how extent inappropriate teaching methods affect classroom management and control in secondary schools?
- To what extent does students' indiscipline contribute to the problems of classroom management and control in secondary schools?
- To what extent does teachers' indiscipline contribute to the problem of classroom management and control in secondary schools?
- To what extent does a school administrator contribute to the problems of classroom management and control in secondary schools?
- What are the solution to the problems of class room management and control in secondary schools?

The study addresses the following null hypotheses at 0.05 level of significance:

- H_0 : There is no significant difference in the mean response of public and mission teachers on how inappropriate teaching methods contribute to the problems of classroom management and control in secondary schools.
- H_0 : There is no significant difference in the mean response of public and mission teachers on how students' indiscipline contributes to the problem of classroom management and control in secondary schools.
- H_0 : There is no significant difference in the mean response of public and mission teachers on how teachers' indiscipline contributes to the problem of classroom management and control in secondary schools.
- H_0 : There is no significant difference in the mean response of public and mission teachers on how school administrators contribute to the problem of classroom management and control in secondary schools.
- H_0 : There is no significant difference in the mean response of public and mission teachers on the solutions to the problem of classroom management and control in secondary schools.

METHODS

The study is survey design meant to determine the perception of some teachers on issues and solutions of classroom management and control in secondary schools in Anambra state. A survey research design was adopted because a group of teachers were studied by collection and analyzing data from a few schools who were representative of the entire population of the state. The study was carried out in secondary schools in Aguata Local Government in Anambra State. A structured questionnaire was used to collect data for the study. Five (5) research questions and twenty-five (25) items were formulated from the research questions to carry out the study effectively. The one hundred and forty-seven (147) questionnaires were distributed to the teachers of the selected schools where the research is being conducted. The questionnaires were collected by the researcher from the respondents on the spot. The items were placed on the four-point rating scale of different weight as 4=Very High Extent (VHE), 3=High Extent (HE), 2=Low Extent (LE), 1=Very Low Extent (VLE), and 4=Strongly Agree (SA), 3=Agree (A), 2=Disagree (D), 1=Strongly Agree (SD). The data collected was analyzed using mean. The five research questions were answered using mean. To determination of cut-off point, interval scale of 0.5 was added to the mean value of 2.5 and the cut-off point was obtained as follows; $2.5+0.5=3.00$. Thus, any response having a mean rating score of 3.00 and above was accepted while any response having a mean rating score below 3.00 was rejected.

RESULTS

Table 1: The Mean Rating on the Teachers' Perception on how Inappropriate Teaching Methods Affect Classroom Management and Control in Secondary Schools

S/N	What is the teachers' perception on the extent inappropriate teaching methods affect classroom management and control in secondary school?	Public Schools \bar{X}	Mission Schools \bar{X}	Decision
1	It causes noise in the classroom.	3.24	3.17	Accepted
2	It makes students not to understand the lesson.	3.44	3.11	Accepted
3	It creates ambiguity/vagueness on certain concept and the subject matter.	3.07	3.05	Accepted
4	The objective of the lesson will not be achieved.	3.34	3.38	Accepted
5	It creates lack of interest/seriousness on the part of the students.	3.04	3.08	Accepted

The table 1 above indicates that inappropriate teaching methods affect classroom management and control in secondary school because the mean response of the items 1-5 was accepted.

Table 2: Mean Rating on the Extent Students' Indiscipline Contributes to the Problems of Classroom Management and Control in Secondary Schools

S/N	To what extent does students' indiscipline contribute to the problems of classroom management and control in secondary schools?	Public Schools \bar{X}	Mission Schools \bar{X}	Remark
6	Student's indiscipline creates uncondusive environment for teaching and learning.	3.55	3.34	Accepted
7	Teaching and learning are easily disrupted in the presence of such students.	3.18	3.25	Accepted
8	Classrooms are noisy and rowdy in the presence of such students.	3.37	3.04	Accepted
9	Such students are traits to teachers, learners and other members of the school.	3.34	3.07	Accepted
10	It gives room to students' refusal to participate in the teaching and learning e.g. doing assignment, test and other extra curriculum activities.	2.72	2.78	Rejected

Table 2 show that all items except item 10 attracted positive response. Mean score indicated that students' indiscipline contributes to the problems of classroom management and control in secondary schools.

Table 3: The Mean Rating on the Extent Teachers' Indiscipline Contributes to the Problems of Classroom Management and Control in Secondary Schools.

S/N	To what extent does teachers' indiscipline contribute to the problems of classroom management and control in secondary school?	Public Schools \bar{X}	Mission Schools \bar{X}	Remark
11	Indecent dressing of some teachers causes distraction on the part of the learners.	3.37	3.19	Accepted
12	Sorting, uncontrolled emotional behavior, harshness by some teachers affects effective teaching and learning.	3.35	3.43	Accepted
13	Sexual harassment, lack of self-control by some teachers contributes to the problems of classroom management and control.	3.09	3.24	Accepted
14	Negation of established rules/regulation and laid down procedures in the conduct of school activities etc. affect teaching and learning.	2.48	2.55	Rejected
15	Poor mastery of the subject matter/teaching skills by some teachers makes the objectives of the lesson not to be achieved.	3.45	3.46	Accepted

The Mean of all the items except item 14 indicates, Teachers' Indiscipline Contribute to the Problems of Classroom Management and Control in Secondary School

Table 4: The Mean and Standard Deviation Rating on the Extent School Administrators Contribute to the Problems of Classroom Management and Control in Secondary Schools

S/N	To what extent does a school administrator contribute to the problems of classroom management and control in secondary school?	Public Schools \bar{X}	Mission Schools \bar{X}	Remark
16	A loose and weak administration makes the goals and objectives of education not to be achieved.	3.06	3.17	Accepted
17	Adoption of ineffective leadership style by some school administrators breeds all kinds of indiscipline such as anti-social behaviour and deliberate act of defiance.	3.32	3.13	Accepted
18	Neglect of physical conditions of school by some school administrators causes breakdown of law and order.	3.00	3.22	Accepted
19	Stealing of students food ration by some school administrators, teachers and cooks makes students to lose their temper when they are hungry.	1.85	2.07	Rejected
20	Communication gap created by some school administrators brings about suspicion, bias, rumour, distrust and misunderstanding between school authorities and students.	3.13	3.22	Accepted

Table 4 shows only item 19 was rejected and the rest indicated that school administrators contribute to the problems of classroom management and control in secondary school

Table 5: The Mean Rating on the Solutions to the Problems of Classroom Management and Control in Secondary Schools.

S/N	What are the solutions to the problems of classroom management and control in secondary school?	Public Schools \bar{X}	Mission Schools \bar{X}	Remark
21	Provision of adequate instructional materials by the government, administrators and classroom teachers	3.19	3.13	Accepted
22	The teachers should be mastery of the subject matter, qualified sound and dedicated.	3.34	3.49	Accepted
23	Ensuring proper teacher to students ratio, that is (1:30) in the classroom	3.08	3.05	Accepted
24	Proper classroom arrangement by the teachers	3.18	3.33	Accepted
25	Provision of adequate structures and facilities e.g. good classroom, enough seats	3.17	3.53	Accepted

Table 5 above showed that the respondents accepted that items 21 -25 were all the solutions to the problems of classroom management and control in secondary school.

Test of Hypotheses

Hypothesis 1

Table 6: Z-test summary of the difference in the Mean Responses of public and mission teachers on the teachers' perception on how inappropriate teaching methods contribute to the problems of classroom management and control in secondary school

Schools	Mean	SD	N	Df	Standard Error	Z-Cal	Z-Crit	Decision
Public	3.23	0.89	71	146	0.1449	0.4831	1.96	Accepted
Mission	3.16	0.89	76					

Hypothesis 2

Table 7: Z-test Summary of the Difference in the Mean Responses of Public and Mission Teachers on how Students' Indiscipline Contribute to the Problems of Classroom Management and Control in Secondary School

Schools	Mean	SD	N	Df	Standard Error	Z-Cal	Z-Crit	Decision
Public	3.23	0.83	71	146	0.3286	0.4260	1.96	Accepted
Mission	3.09	0.93	76					

Hypothesis 3

Table 8: Z-test Summary of the Difference in the Mean Responses of Public and Mission Teachers on how Teachers' Indiscipline Contribute to the Problems of Classroom Management and Control in Secondary Schools

Schools	Mean	SD	N	Df	Standard Error	Z-Cal	Z-Crit	Decision
Public	3.15	0.84	71	146	0.4164	-0.5283	1.96	Accepted
Mission	3.37	0.75	76					

Hypothesis 4

Table IX: Z-test Summary of the Difference on the Mean Responses of Public and Mission Teachers on how School Administrators contribute to the Problems of Classroom Management and Control in Secondary Schools

Schools	Mean	SD	N	Df	Standard Error	Z-Cal	Z-Crit	Decision
Public	2.87	0.97	71	146	0.8949	-0.1006	1.96	Accepted
Mission	2.96	0.91	76					

Hypothesis 5

Table 10: Z-test Summary of the Difference on the Mean Responses of Public and Mission Teachers on the Solutions to the Problems of Classroom Management and Control in Secondary Schools

Schools	Mean	SD	N	Df	Standard Error	Z-Cal	Z-Crit	Decision
Public	3.19	0.89	71	146	0.1549	-0.7747	1.96	Accepted
Mission	3.31	0.98	76					

Tables 6-10 above are the null hypotheses test for this study for both public and mission secondary schools which were all accepted. Since Z-calculated is less than the Z-critical.

DISCUSSIONS

The study revealed that respondents believe that inappropriate teaching methods hinder classroom management and control by making the objectives of education not to be achieved. No wonder Oyobani (2000), in his study notes that the problem facing the teaching of any discipline is related to instructional material which includes textbooks and models. Assimomye (2017) is of the opinion that the methods a teacher employs in teaching depends on the subject matter, the learners, the teacher and the environmental variables. She pointed out several factors a teacher needs to consider before he/she can choose the method(s) that will be suitable for effective teaching such as: instructional objectives, age of the pupils, the nature of the subject matter/topic, size of the class, ability of the teacher to handle a method, availability of resource material to the teacher, time, psychological needs of a student, cultural aspect of the society and educational philosophy of a country.

Secondly, the study revealed that the respondents are of the view that students' indiscipline hinders effective classroom management and control. Soger (2005) says that the

reason that has made classroom situation burdensome to teachers is the erstwhile educational system, which made promotion to new class automatic in schools. Students no longer see any need of serious study. Soger goes on to say that formally in the school system, much disciplinary rules were enforced by the school and the class prefects but today the reverse is the case since students only meet to part with some hours. They were rejected, feared and the class teachers were the esteem propagators of discipline. They see it as their responsibilities to mold the character of the students in a way they will behave well in the classroom and to the entire school. Also, the study revealed that the respondents believe that teachers' indiscipline contribute to the problems of classroom management and control. This is in line with what Straus (2006) who said that the personality of the teacher is ever cherished by the students because a teacher is always seen by the students as a model. Ekemezie (2010), opined that a teacher who wants to impart discipline to the learners should be disciplined and avoid any form of favoritism.

It was also found that the respondent believe that school administrators contribute to the problems of classroom management and control by their weak administrative function, not adopting appropriate leadership styles, neglecting the physical condition of the school and communication gap between them and the students. Odigbo (2000) observes that, there are numerous administrative problems and facilities, equipment, instructional materials and teacher's remunerations are grossly inadequate. Lack of easy flow of information in the school creates a communication gap which brings about suspicions, bias, rumor, distrust and misunderstanding between the school authorities and the students (Ezegbe, 1995).

More so, the respondents are of the view that provision of adequate instructional materials by the government, administrators and classroom teachers, the teachers having mastery of the subject matter, qualified, sound and dedicated, ensuring proper teacher to student ratio that is (1:30) in the classroom, proper classroom arrangement by the teacher, and provision of adequate structures and facilities e.g. good classroom, enough seats, are solutions to the problems of classroom management and control. In a related view, Hughes (2005) said that there must be proper classroom arrangement of children, which means grouping them according to their academic standard and there must be a kind of written work accompanied by guidance. In the same view where there is improper arrangement of children, it hampers the classroom not to be effective and efficient but when provided, teaching and learning process will be effective in the classroom.

Recommendations

Based on the findings of the study the researcher made the following recommendations:

- Classroom management problems can be resolved through a variety of approaches and techniques, which the teachers should integrate systematically to promote quality secondary education.
- Professional training should be given to teachers. They should be counseled by stakeholders such as principals, senior teachers and inspectors of education that rewarding desirable behaviors is more effective than punishing undesirable behaviors of the students.
- The teachers should try as much as possible to dress properly when going to school because they know that students always see them as role models and semi-gods.

- Government should make sure that school environment is well conducive enough for effective teaching and learning by providing adequate infrastructural facilities in the classroom/schools.
- School administrators should from time to time supervise the activities of teachers and students in the school in order to ensure orderliness and desirable learning outcomes among the students.

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