EXTENT TEACHER'S APPLY CLASSROOM MANAGEMENT SKILLS FOR QUALITY ASSURANCE IN SECONDARY SCHOOLS IN ENUGU STATE, NIGERIA

[*]Dr. Ekwe, Gabriel Michael, Dr. Jombo-Umeh, Ngozi Oluchi and Nwoye, Anulika

Department of educational management, Faculty of education,
Enugu state university of science and technology enugu, Nigeria.

*Corresponding Author

ABSTRACT

The study centred on the extent of teacher's application of classroom management skills for quality assurance in secondary schools in Enugu state. Four research questions and four hypotheses were formulated for the study. The population for the study consists of 6930 secondary school teachers while the sample for the study included a total of 693 respondents. Questionnaire was used as the instrument for data collection and was designed to elicit appropriate information from the respondents. The reliability co-efficient of the instrument was calculated using Cronbanch Alpha method. Alpha value was found to be 0.92 indicating high reliability of the instrument. Mean score and standard deviation were used to answer the research questions, and t-test statistic was used to test the hypotheses at 0.05 level of significance. Some of the major findings of the study indicated a great extent in relation to teachers using effective communication as classroom management skill for quality assurance in secondary schools in Enugu state, the finding also showed a great extent teachers ensure discipline as classroom management skill for quality assurance in secondary schools. Based on this, it was recommended that Secondary school management and teachers should adopt different means of inculcating discipline into their students such as punishment.

Keywords: Quality Assurance Practice, Classroom Management Skills, Secondary Schools, Enugu State, Nigeria.

INTRODUCTION

Background to the Study

The most essential activity in a typical school environment is the ability to organize classroom activities and manage the behaviour of students. Teachers have the responsibility of organizing classroom activities and managing students behaviours in school (ajayi, 2002). As individuals or group of individuals, teachers hold a very important position in educational sector (Modebelu, 2008). They need certain classroom management skills to enable them manage students behaviour and ensure the maintenance of high standard in schools, since effective teaching and learning cannot be achieved in a mismanaged classroom. For instance, teachers do not use the first few days of the start of the school year to communicate rules and procedures to class members and solicit their support and cooperation, and at the same time impress on the students break rules, either because they do not know or because time is not taken to establish expectations for behaviour, rules and routine in the classroom at the beginning of the school year (Ajayi, 2002).

Classroom represents the environment where teaching and learning takes place. Classroom is the power-house in which the success or failure of the teaching learning process is generated and sustained (Wigwe, 2003). The classroom is a learning environment where all the factors conducive for learning is put in place, such as physical-sensory elements, that is lighting, colour, sound, space, furniture, among other. It does not necessarily mean an empty room; it includes laboratories, workshops, open-area situations, among other (Kotter 1992). The anticipation and objectives of formal education are normally accomplished in the classroom using a well planned curriculum through effective classroom management.

Management is an important aspect of every organization. Ogbonnaya (2004) defined management as the co-ordination of the resources of an organization through the process of planning, organizing, directing and controlling all energies aimed at recording achievement of the organizational goals. Management in the classroom refers to issues of supervision, the act of handling or controlling the classroom activities successfully. Teachers take actions to create an environment that support and facilitate both academic and non-academic learning. The ability of the classroom teacher to exercise a reasonable degree of control over students' behaviours in the classrooms depends on the teachers' knowledge and level of classroom management.

Classroom management is well-informed actions taken by teachers to utilize any available resources in schools. Classroom management is the action teachers take to create an environment that supports and facilitates both academic and social emotional learning (Everton and Weinstein, 2006). Teachers involvement and cooperation in classroom activities help to foster and establish a productive class environment. It is based on this that Oboegbulem (2011) defined classroom management as the arrangement of students and grouping of activities into units to make for effective teaching and learning. According to Nwanna (2000) classroom management

can be defined as the teachers' ability to co-operatively manage time, space, resources, students' roles and behaviours to provide a climate that encourages learning. Nwite (2012) viewed classroom management as the provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occur.

Effective classroom management begins with mutual respect and interpersonal relationships and is vital to improve student achievement and teacher self-efficacy. It requires commitment to students and their learning, because a positive report with students is the foundation upon which classroom culture is built. Effective classroom management is an essential ingredient that promotes and enhances good teaching-learning environment which eventually lead to quality secondary education. The teachers and other members of staff must co-operate to manage the classroom, students, non-human resources and the environment. Effective classroom management revolves around the teachers' attitudes, skills, desires, setting or expectations and positive actions. To improve classroom behaviour and student social skills, teachers must conceptualize the process of teaching and understand classroom management skills for making professional decision on class management. (Atanda and Lameed, 2006).

Classroom management skill is an intellectual ability possessed by the teacher based on knowledge about action-situation relationships in the classroom. Classroom management skill is an essential quality for classroom management, packaged to enhance the minimum standards required for effective classroom management (Ciwar, 2012). The teacher must have quality classroom management skills in order to be an effective educator. Classroom management skill enables teachers to organize, interpret and control what is happens in the classroom.

Classroom management skill is one of the most special skills needed by a teacher for effective teaching and classroom organization. It takes a great deal of effort and ability to handle classroom that is full of students. The teacher has to be thorough and knowledgeable in the subject he/she is handling, needs to know how to control a class and maintain discipline and order in the classroom. According to Ali (2006) a teacher needs the following classroom management skills such as motivation, effective communication, preparing and effective discipline and time management.

Teachers effective communication as classroom management skills is inevitable in responding to the varying needs of the students. Classroom teachers should be able to communicate instructions effectively in such as way that is well understood by students. Browers and Tomic (2000) submitted that teachers who have problems with classroom discipline are frequently ineffective in the classroom and often report of high levels of stress and symptoms of burnout. According to Donovan and cross (2002) the inability of teachers to effectively manage classroom behaviours often contributes to students' low academic achievement. The rationale behind this

assertion is that teachers' inability to effectively manage classroom behaviours makes it imperative for quality to be assured in teachers' classroom management skills. This is because the quality of learning, among others depends on the skills exhibited by the teachers in the classroom.

Quality assurance is the process of ensuring that good standard is upheld. Mbaji, Ebirim and Akwali (2012) maintained that quality assurance is the establishment of standard in various processes and activities that lead to the attainment of quality result. Quality assurance is an organized way of encouraging the achievement of good and high standard. Quality assurance is the practice to ensure that teachers maintain good standard in the classrooms to achieve the educational goals. Nwite (2012) maintained that quality assurance in teachers classroom management involves a systematic management, monitoring, and evaluation of procedures adopted to measure the performance of students to ensure that best practices in instructional input and output are maintained in schools. Quality assurance involves processes of monitoring, assessing and evaluating according to agreed standard, and communicating judgment obtained to all concerned in order to ensure quality with integrity, public accountability and consistent improvement. Secondary school is one of the levels of Nigerian education system. Secondary education is the education children receive after primary education and before the tertiary stage, (Federal Republic of Nigeria 2004). The underlying principle here is that secondary schools should prepare the individuals for useful living within the society and for higher education. The expectations and objectives of secondary education are normally accomplished in the classroom using a well planned curriculum through effective classroom management skills. However, according to Nwanna (2000) secondary schools are not living up to expectation in discharging their obligations. No Worder Ajayi (2002) lamented that secondary education in Nigeria is riddled with crises of various dimensions and magnitude such as overcrowding and indiscipline among students in the classrooms, all of which combine to suggest that the system is at crossroad. This being the case, one may ask whether the expectations and objectives of secondary education in Nigeria are guided by unskilled teachers and mismanaged classrooms. These abnormalities therefore, aroused the interest of the researcher to investigate classroom management skills applied by teachers for quality assurance in secondary schools in Enugu state.

Statement of the Problem

It appears that in secondary schools, the administrators, teachers, students and even the governments are not living up to expectations in discharging their obligations. Secondary schools in Nigeria are riddled with various problems such as overcrowding and indiscipline among students in the classrooms. As observed by existing situation, students participation in classroom activities seem to be negatively affected by dull, unaired, noisy and ill-prepared classroom

environment. As a result of the situation, the inability of teachers to effectively manage classroom behaviours often contributes to students' low academic achievement. Teachers whose most essential activity in a typical school environment, is to organize classroom activities and manage students unacceptable behaviours, seem to be incapable of taking care of these classroom activities. Teachers inability to effectively manage classroom behaviours often contribute to students low academic achievement. It is against these backdrops, it become questionable on the capability of teachers, using classroom management skills in promoting quality assurance in secondary schools. Hence, the problem of this study put in a question form is to what extent teachers apply classroom management skills for quality assurance in secondary schools in Enugu state.

Purpose of the Study

The main purpose of this study was to examine the extent teacher's applied classroom management skills for Quality assurance in secondary schools in Enugu state. Specifically, the study sought:

1. Ascertain the extent to which teachers use effective communication as classroom management skill for quality assurance in secondary schools in Enugu state.
2. Find out the extent to which teachers ensure effective discipline as classroom management skill for quality assurance in secondary schools in Enugu state.

Research Questions

The following research questions guided this study:

1. To what extent do teachers apply effective communication as classroom management skill for quality assurance in secondary schools in Enugu state?
2. To what extent do teachers ensure discipline as classroom management skill for quality assurance in secondary schools in Enugu state?

Hypotheses

The following null hypotheses which were tested at 0.05 level of significance guided the study.

1. There is no significant difference between the mean ratings of male and female teachers on the extent teacher utilize effective communication as classroom management skill for quality assurance in secondary schools in Enugu State.
2. There is no significant difference between the mean ratings of male and female teachers on the extent teachers ensure discipline as classroom management skill for quality assurance in secondary schools in Enugu State.

Research Method

The design of this study was descriptive survey design. Descriptive survey design, according to Ali (2006), is a study in which a group of people or items are studied by collecting and analyzing data from few people or items considered to be representative of the entire group. Hence, the researcher deems it necessary to use this design because a representative sample of the entire population was used for the study. The study was carried out in Enugu State, Nigeria. It covers all the 17 Local Government Areas (LGAs) in the state. The population for this study comprised all the teachers in the 314 public secondary schools in Enugu state. Available data show that there are 4,520 female and 2410 male secondary school teachers in Enugu state. This gives a total population of 6930 secondary school teachers in Enugu state. The sample size of this study was 692 (452 female and 214 male secondary school teachers). The researcher used proportionate sampling technique in the selection of the respondents. While the instrument used for data collection was a structured questionnaire titled Teachers Classroom Management Skill Rating Scale (TCMSRS). The questionnaire was developed by the researcher and has two sections, A and B. section A dealt with the bio-data of the respondents while section B dealt with information on teachers classroom management skills for quality assurance. The instrument was faced validated while the reliability co-efficient of the instrument was calculated using Cronbach Alpha method. Alpha value was found to be 0.92, indicating high reliability of the entire instrument. Mean score and standard deviation were used to answer the research questions, and t-test statistic was used to test the hypotheses at 0.05 level of significance.

Results

The results are presented in tables according to research questions.

Research Question One

To what extent do teachers apply effective communication as classroom management skill for quality assurance in secondary schools in Enugu state?

Table 1: Mean rating score of male teachers and female teachers on the extent teachers utilize effective communication as classroom management skill for quality assurance in secondary school in Enugu state.

S/N	Items	Male Teachers			Female Teachers		
		$\overline{X}$	SD	Decision	$\overline{X}$	SD	Decision
1.	Make use of facial expression in communicating to students	3.56	0.76	GE	3.42	0.77	**GE**

2.	Permits students to freely express their self during teaching in the classroom	3.58	0.75	GE	3.56	0.75	**GE**
3.	Use abusive language in communicating to students	3.26	0.86	GE	3.12	0.55	**GE**
4.	Teachers uses clear, simple and unambiguous words with students during teaching	3.42	0.68	GE	3.48	0.70	**GE**
5.	Uses respectful tones of voices in communicating with students	3.28	0.82	GE	3.33	0.77	**GE**
6.	Does not listen to students complaints	3.66	0.71	GE	3.58	0.61	**GE**
7.	Encourages expressions of opinion and view from students	3.27	0.92	GE	3.54	0.70	**GE**
8.	Uses both writing and oral communication	3.31	0.79	GE	3.63	0.76	**GE**
9.	Use body sign and gesture to correct students	3.41	0.54	GE	3.32	0.88	**GE**
10.	Avoid the use of technical jargons in teaching	3.13	0.83	GE	3.24	0.84	**GE**
11.	Uses loud and harsh voice in communicating to students	3.65	0.45	GE	3.24	0.84	**GE**
	Cluster mean	**3.41**	**0.74**	**GE**	**3.43**	**0.72**	**GE**

Data presented on table 1 show that respondents responded to a great extent in all items. The cluster mean of 3.41 and 3.43 for male and female teachers respectively and standard deviation of 0.74 and 0.72 for male and female teachers respectively implies that there is great extent to which teachers use effective communication as classroom management skill for quality assurance in secondary schools.

Research Question Two

To what extent do teachers ensure discipline as classroom management skill for quality assurance in secondary schools in Enugu state?

Table 2: Mean rating score of male teachers and female teachers on the extent teachers ensure discipline as classroom management skill for quality assurance in secondary schools in Enugu state.

S/N	Items	Male Teachers			Female Teachers		
		$\overline{X}$	SD	Decision	$\overline{X}$	SD	Decision
12.	Students are not allowed to be loiter about during the school hour	3.64	0.76	GE	3.68	0.82	**GE**
13.	Punishment is used to correct deviant and delinquent behaviours among students	3.65	0.67	GE	3.66	0.42	**GE**
14.	Certain right and privileges are withdraw from students to correct deviant behavior	3.56	0.63	GE	3.65	0.45	**GE**
15.	Teachers use eyes contact to correct some deviant act in the class.	2.89	1.01	GE	3.14	0.86	**GE**
16.	Rewards and praises are used by the teachers to encourage discipline among the students.	3.55	0.65	GE	3.38	0.80	**GE**
17.	Teachers uses sanction or threats to make students obey certain rules and regulations	3.71	0.86	GE	3.31	0.81	**GE**
18.	Teachers enact rules and regulations that restrict students from unauthorized movement both within and outside the classroom	3.73	0.45	GE	2.77	0.98	**GE**
	Cluster mean	**3.01**	**0.72**	**GE**	**3.37**	**0.74**	**GE**

The data presented on table 2 shows that respondents rated great extent on all items that addresses discipline as a classroom management skill. The cluster mean of 3.01 and 3.37 for male and female teachers respectively and standard deviation of 0.72 and 0.74 for male and female teachers respectively implies that there is great extent teachers ensure discipline as classroom management skill for quality assurance in secondary schools.

Hypotheses

$H0_1$: There is no significant difference between the mean ratings score of male and female teachers on the extent teachers utilize effective communications as classroom management skill for quality assurance in secondary schools in Enugu state.

Table 3: t-test of significant difference between the mean ratings score of male and female teachers on the extent teaches utilize effective communication as classroom management skill for quality assurance in secondary schools in Enugu state.

Group	N	$\overline{X}$	SD	DF	t-cal	t-critical	Decision
Male Teachers	214	3.41	0.74				No significance
Female Teachers	452	3.43	0.72	691	0.07	1.96	

Table 3 above presents the independent t-test analysis of the mean difference in the response opinions of male teachers and female teachers on the extent to which teachers utilize effective communication as classroom management skill for quality assurance in secondary schools. The result in table 3 shows that the calculated t-value (0.07) was less than the critical value (1.96). The null hypothesis was not rejected. Therefore, no significance differences between the mean rating scores of male teachers and female teachers on the extent teachers utilize effective communication as classroom management skill for quality assurance in secondary schools in Enugu state.

$H0_2$: There is no significant difference between the mean ratings of male and female teachers on the extent teachers ensure discipline as classroom management skill for quality assurance in secondary schools in Enugu state.

Table 4: t-test of significant difference between the mean rating scores of male and female teachers on the extent teachers ensure discipline as classroom management skill for quality assurance in secondary schools in Enugu state.

Group	N	$\overline{X}$	SD	DF	t-cal	t-critical	Decision
Male Teachers	241	3.01	0.72				No significance
Female teachers	452	3.37	0.74	691	0.21	0.89	

Table 4 above presents the independent t-test analysis of the mean difference in the response opinions of male teachers and female teachers on the extent to which teachers ensure discipline

as classroom management skill for quality assurance. Looking at the table it is observed that calculated t-value at 691 degree of freedom and 0.05 level of significance is 0.21. Since the critical t-value of 0.89. The hypothesis is not rejected. In other words, there is no significant difference between the mean rating scores of male and female teachers on the extent to which teachers ensure discipline as classroom management skill for quality assurance in secondary schools in Enugu state.

Discussion of Results

With reference to research question one which dealt with teachers using effective communication as classroom management skill for quality assurance in secondary schools, evidence from the study shows that the male and female teachers share the view that teachers apply effective communication as classroom management skill for quality assurance. In other words, it shows that teachers responded to a great extent in relation to effective communication been used as classroom management skill for quality assurance in secondary schools in Enugu state. The findings agree with Ocho (2006) who opinions that for a meaningful thing to take place in a classroom, effective communication is needed. He believes that for any teacher to effectively teach students he/she needs effective communication. The findings also revealed that there was no significant difference between the mean rating scores of male and female teachers on the extent teachers utilize effective communications as classroom management skill for quality assurance in secondary schools in Enugu state.

With reference to research question two, table 2, which dealt with application of discipline as classroom management skill for quality assurance in secondary schools. The respondents share the view that there is great extent to which teachers ensure discipline as classroom management skill for quality assurance in secondary schools in Enugu state. The finding agree with Atanda and Lameed (2006) who opinions that orderliness and good conduct of student is very vital for effective management of the class. The findings also shows that there was no significant difference between the mean rating scores of male and female teachers on the extent teachers ensure discipline as classroom management skill for quality assurance in secondary schools in Enugu state.

Recommendations

Base on the findings, the following recommendations were proffered.

1. School principals and teachers should adopt different means of communication that will enable students to decode any information pass across to them.
2. Secondary school management and teachers should adopt different means of inculcating discipline into their students such as punishment.

3. School principals and teachers should always rewards and motivate their students through positive words gift any students perform well.
4. Teacher education institutions should pay more attention to imparting classroom management skills on teacher-trainees.
5. School principals should supervise teachers' classroom activities more closely to ensure that teachers' weaknesses in classroom management skills are corrected.
6. Conference, workshops, seminars, and other in-service programmes should be regularly organized for teachers to acquaint them with latest innovations in classroom management.

REFERENCES

Ajayi, K. (2002), *Effective supervision of instruction in schools. Paper presented at training workshop on school management and supervision,* Abeokuta 3-9 May.

Ali, A. (2006), *Conducting research in education and social sciences.* Enugu: Tashiwa Networks Ltd.

Atanda j. & lameed o.(2006). Teachers' work environment as correlate of classroom management in Ekiti state government secondary schools. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS),* 2(4), 234-238.

Browers, A. & Tomic, W (2000), *A longitudinal study of teacher burnout and perceived self efficacy in classroom management. Teacher and Teacher Education.* 16(2), 239-253.

Ciwar, A. M. (2012), *Teachers' registration council of Nigeria and quality assurance in teacher education.* A publication of Deans of Education of Nigeria Universities. Ilorin: Indemac Print Media.

Donovan, M.S. & Cross, C.T. (2002), *Minority students in special and gifted education.* Washington DC: National Academy Press.

Everton, C. & Weinstein, C. (2006), *Handbook of classroom management. Research practice and contemporary issues.* Mahwah, NJ: Erbaum.

Federal Republic of Nigeria (2004), *National policy on education.* (4th Ed.). Abuja: NERDC Press.

Kotter, J. (1992), *Poer, dependence and effective management. Harvard Business Review.* 55(4), 125-136.

Mbaji, I.N., Ebirim, P.U. & Akwali, P.C. (2012), *Achieving quality assurance in entrepreneurship education for national transformation in Nigeria. A paper presented at the Annual Conference of the Institute of Education,* University of Nigeria, Nsukka, 3-6 September.

Modebelu, M.N. (2008), *Supervisory behavior and teacher satisfaction in secondary schools. Nigeria Journal of Educational Management.* 7,1-12.

Nwanna, O.C. (2000), *Aberrations in the Nigeria education system. The state of education in Nigeria.* Abuja: UNESCO.

Nwite, O. (2012), *Quality assurance and teachers' instructional performance tasks in secondary schools in Nigeria. A paper presented at the 14th National Conference of the Nigerian Association of Educational Researcher and Evaluators (NAERE).* University of Nigeria, Nsukka, 9-13 July.

Oboegbulem, A. (2011), *Classroom organization and management. Issues and concerns.* Nsukka: Great AP Express Publishers Ltd.

Ogbonnaya, N. (2004), Nature *and scope of educational administration.* In T.O. Mgbodile, (Ed.), *fundamentals of educational administration and planning.* Enugu: Magnet Business Enterprises.

Ocho, L.O. (2006), *Communication Skills in Educational Administration.* Enugu: New Generation Ventures Ltd.

Wigwe, A.I. (2003), *Classroom management practices* in senior secondary schools in Rivers state. *Unpublished M.Ed project.* Department of Educational Foundations, University of Nigeria, Nsukka.