

**SCHOOL FACTORS AS CORRELATE OF TEACHERS' CLASSROOM
MANAGEMENT EFFECTIVENESS IN NNEWI EDUCATION ZONE OF
ANAMBRA STATE**

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Abstract

This study examined some school factors as correlate of teachers' classroom management effectiveness in Nnewi Education Zone of Anambra State. Two research questions and two hypotheses guided the study. The researcher adopted a correlational design for this study. The population of the study is made up of all the 8,150 SS2 students in the 50 public senior secondary schools in the four LGAs that make up Nnewi Education Zone of Anambra State. The sample for this study is made up of 600 SS2 students from 24 schools. 150 students were sampled from each of the 4 LGAs. This was sampled using proportionate cluster sampling technique. The researcher used a school demographic record and a rating scale as the research instruments. The school demographic record was used to obtain data on the school factors while the rating scale was used to obtain information on teachers' classroom management effectiveness with 20 items in a four point scale. To ensure face validity of the instrument, the initial draft of the instrument was scrutinised by three experts in Educational Measurement and Evaluation. The Cronbach alpha reliability of the instrument was established as 0.85 which indicated that the instrument is reliable for the study. Research questions were answered using the Cramer's V statistics and the hypotheses were tested using the (Chi-Square) (X^2) test of independence statistics. Each test was done at an alpha level of 0.05. The findings of this study revealed that the coefficient of the relationship between teachers' gender and their classroom management effectiveness in Nnewi Education Zone of Anambra State is very low. Also, there is a very low relationship between school location and teachers' classroom management effectiveness. The study also established that students' level of agreement on classroom management effectiveness significantly depends on school location. It was recommended that school administrators should ensure that they regularly organize seminars aimed at intermittent training of male and female teachers irrespective of their school location on these classroom management techniques as a result of their importance in teaching and learning process.

Keywords: Classroom Management, Effectiveness, Gender, Location

Introduction

Education is a key agent for change and prosperity of a nation. It is considered as a basic human right in the civilized world. This is why Anyaogu (2009) thought it wise to say that it is through education that an individual masters his environment and acquires the necessary tool for living worthwhile life. Therefore the society promotes its members through education which is seen as instrument for societal transformation. Hence, all countries/states are struggling for the teaching and training of their kids.

In this teaching learning process teachers are enjoying a pivotal position. In almost all countries of the world today, developed and developing, the teacher is presumed to be the manager of his or her class. There is also an increasing recognition of the indispensability of effective classroom management in the enhancement of quality teaching and learning in schools (Alabi, 2014). Their expertise and knowledge of latest techniques to train children matter a lot in their job performance (Farooq, 2011). In formal educational settings classroom is the place where teachers have to exhibit their talent for the training of their students. It is such a place that contributes significantly but silently in student's achievement. An effective classroom plan usually has 90% classroom management and 10% teaching new material (Sasson, 2007).

Oku (2013) perceives the classroom as an important place in the school where the students are brought together and given the opportunity of achieving the purpose of education and also learn to tolerate one another. In classroom the characteristics like; size, color, furniture, light and air arrangements are also important contributors (Achilles, Finn, Prout & Bobbett, 2001). There are a lot of things and indicators inside and outside the classroom which influence directly or indirectly on the teaching learning process. Some of these factors/indicators are teacher classroom management effectiveness with its' associated variables of gender, location, experience, qualifications, school site, class size, locus of control, exposure, etc.

Teacher effectiveness is a crucial issue in classroom management. The effective teacher is an extremely good classroom manager. Effective teaching and learning cannot take place in a poorly managed classroom. If students are disorderly and disrespectful, and no apparent rules and procedures guide behaviour, chaos becomes the norm. Well managed classrooms provide an environment in which teaching and learning can flourish. Many research studies have resulted that a conducive classroom environment promotes students academic achievement (Mumtaz, 2014).

In this study, school factors refer to those issues which could affect teaching and learning situation especially classroom management effectiveness and control of teachers. These factors are gender, location, locus of control, exposure, qualifications, school site, class size etc (Amaechi, 2015). However, according to Emmer, Evertson, Clements and Worsham (2007:111), "good classroom management depends on very careful planning of classroom organization, rules, procedures and instructions. This could be attributed also to school factors like; teacher gender, school location, class size, teacher qualification and years of experience. It also requires active involvement of a teacher in maintaining student cooperation and compliance with necessary classroom rules and procedures." Foutz (2005, p. 3) says, "Effective classroom management begins with the teacher. The teacher must plan well so that the students will be able to meet their learning and behaviour objectives." Mayeski (2005) argued that creating a safe and orderly environment in the classroom is a survival skill for teachers and optimizes the learning environment for students. In this

regard the role of the teacher as leader is also very crucial. Referring this point, Ramsey (2009:15) stated that the role of an effective male or female leader is to create a climate that welcomes, supports, and rewards innovative thinking and problem solving.

Effective and rewarding teaching learning process is directly related to the effective classroom management. Without effective classroom management, teaching learning has no fruitful and productive outcomes. Effective classroom management depends on the competencies of teachers. Good managers devise and announce classroom rules and regulations at the beginning of session in order to control classroom disruptive behaviours and make the classroom atmosphere favourable for teaching learning process. According to Sadker & Sadker, (2007), successful and effective classroom managers are nearly always excellent planners. They habitually enter a classroom in time to avoid the possibility of noise and disturbance. They are always present at the entrance of classroom when the children enter into classroom. They take start from the very first day of school and announce the rules and regulations about appropriate student's behaviour. They carry out this enthusiastically and directly and sometimes they really formulate the procedures for getting help, leaving the room, going to the pencil sharpener, and similar to, the more important rules of classroom behaviour are noted down i.e., punishments for not following the rules of classroom.

Empirically, Amit and Sorj (2012) revealed that both male and female teachers were found to exhibit equal level of teacher effectiveness. However, the study of Ajayi (1999) showed that female teacher's job mean performance was greater than that of male teachers and that female teachers have higher level of job performance. Abduliahi and Onasanya (2010) found out that senior secondary school students in urban areas had higher means in term of performance than students in semi-urban and rural areas. Analysis of posting of teachers in this study showed that there was a high concentration of teachers in terms of numbers and sex in urban cities compared with those teachers teaching in rural areas. The study revealed that a large number of the teachers, especially females, (115 females to 55 males) were posted to teach in urban cities. For instance, 55 NCE female teachers were engaged in urban cities to 10 females in rural areas. This is against 32 male NCE teachers who stayed in the rural schools. Could this be the case in secondary schools in Nnewi Education Zone of Anambra State? Based on the above settings, the researcher therefore investigates school factors as correlate of teachers' classroom management effectiveness in Nnewi Education Zone of Anambra State.

There is increasing display of public dissatisfaction, resentment and anger over the appalling state of moral ineptitude and academic backwardness that have characterized Nigerian secondary schools in recent times. The situation is worrisome and frightening in Anambra State, Nigeria where cases of class absenteeism and examination malpractices have become common phenomena. If this situation is left unattended to, it may lead to dissatisfaction and low achievement of students in their various subjects thereby resulting to non realization of the objectives of classroom instruction. One begins to wonder if school factors could affect teachers' classroom management effectiveness in Nnewi Education Zone of Anambra State. This study therefore posed as a question: Could teachers' classroom management effectiveness depend on school factors in Nnewi Education Zone of Anambra State?

The main purpose of this study was to examine some school factors as correlate of teachers' classroom management effectiveness in Nnewi Education Zone of Anambra State. Specifically, the study sought to:-

1. Ascertain the coefficient of the relationship between teachers’ gender and their classroom management effectiveness in Nnewi Education Zone of Anambra State, and
2. Examine the coefficient of the relationship between school location and teachers’ classroom management effectiveness in Nnewi Education Zone of Anambra State.

The following research questions were posed to guide the study:

- 1) What is the coefficient of the relationship between teachers’ gender and their students’ level of agreement of classroom management effectiveness in Nnewi Education Zone of Anambra State?
- 2) What is the coefficient of the relationship between school location and their students’ level of agreement of classroom management effectiveness in Nnewi Education Zone of Anambra State?

The following null hypotheses were formulated and tested at 0.05 level of significance.

Ho₁: Students’ level of agreement on classroom management effectiveness of their teachers does not significantly depend on teachers’ gender.

Ho₂: Students’ level of agreement on classroom management effectiveness of their teachers does not significantly depend on school location.

Method

The researcher adopted a correlational design for this study. The population of the study is made up of all the 8,150 SS2 students in the 50 public senior secondary schools in the four LGAs that make up Nnewi Education Zone of Anambra State. The sample for this study is made up of 600 SS2 students from 24 schools. 150 students were sampled from each of the 4 LGAs. This was sampled using proportionate cluster sampling technique. The researcher used a school demographic record and a rating scale as the research instruments. The school demographic record was used to obtain data on the school factors while the rating scale was used to obtain information on teachers’ classroom management effectiveness with 20 items in a four point scale. To ensure face validity of the instrument, the initial draft of the instrument was scrutinised by three experts in Educational Measurement and Evaluation. The Cronbach alpha reliability of the instrument was established as 0.85 which indicated that the instrument is reliable for the study. Research questions were answered using the Cramer’s V statistics and the hypotheses were tested using the (Chi-Square) (X^2) test of independence statistics. Each test was done at an alpha level of 0.05.

Results

Research Question One

What is the coefficient of the relationship between teachers’ gender and their students’ level of agreement on classroom management effectiveness in Nnewi Education Zone of Anambra State?

Table 1: The magnitude of the relationship between teachers’ gender and their students’ level of agreement of classroom management effectiveness in Nnewi Education Zone of Anambra State

| Students’ Level of Agreement | | | | V | Decision |
|------------------------------|---|---|----|---|----------|
| SA | A | D | SD | | |

| | | | | | | |
|-------------------------|-----|-----|----|----|-------------|-----------------------|
| Teachers' Gender | | | | | 0.16 | Very Low Relationship |
| Male | 109 | 89 | 72 | 41 | | |
| Female | 98 | 101 | 77 | 13 | | |

Table 1 shows the cross-tabulation of the frequency scores of students' level of agreement by teachers' gender. It was indicated in the table that out of the frequency scores of 600 students, 109 and 98 students who responded strongly agree were taught by male and female teachers respectively. 89 and 101 students that responded agree were taught by male and female teachers respectively. 72 and 77 students that disagreed were taught by male and female teachers respectively while 41 and 13 students that strongly disagreed were taught by male and female teachers respectively. With the application of Cramer's V statistic, 0.16 was realized indicating a very low relationship. Therefore, the conclusion is that the magnitude of the relationship between teachers' gender and their classroom management effectiveness in Nnewi Education Zone of Anambra State is very low. That is to say that there is a very low relationship between teachers' gender and their classroom management effectiveness in Nnewi Education Zone of Anambra State.

Research Question Two

What is the coefficient of the relationship between school location and their students' level of agreement on teachers' classroom management effectiveness in Nnewi Education Zone of Anambra State?

Table 2: The magnitude of the relationship between school location and their students' level of agreement on teachers' classroom management effectiveness in Nnewi Education Zone of Anambra State

| School Location | Students' Level of Agreement | | | | V | Decision |
|------------------------|-------------------------------------|----------|----------|-----------|-------------|-----------------------|
| | SA | A | D | SD | | |
| Urban | 98 | 91 | 76 | 35 | 0.14 | Very Low Relationship |
| Rural | 114 | 76 | 54 | 56 | | |

Table 2 shows the cross-tabulation of the frequency scores of students' level of agreement by school location. It was indicated in the table that out of the frequency scores of 600 students, 98 and 114 students that answered strongly agreed were from urban and rural areas respectively. 91 and 76 students that agreed were from urban and rural areas respectively. 76 and 54 students that disagreed were from urban and rural areas respectively while 35 and 56 students that strongly disagreed were from urban and rural areas respectively. With the application of Cramer's V statistic, 0.14 was realized indicating a very low relationship. Therefore, the conclusion is that the magnitude of the relationship between school location and teachers' classroom management effectiveness in Nnewi Education Zone of Anambra State is very low. That is to say that there is a very low relationship between school location and teachers' classroom management effectiveness in Nnewi Education Zone of Anambra State.

Hypothesis One

Ho1: Students’ level of agreement on classroom management effectiveness does not significantly depend on teachers’ gender.

Table 3: Result of the X² Chi-Square test of independence of classroom management effectiveness on teachers’ gender

| | Students’ Level of Agreement | | | | DF | X ² _{cal} | X ² _{tab} | Decision |
|-------------------------|------------------------------|-----|----|----|----|-------------------------------|-------------------------------|-----------|
| | SA | A | D | SD | | | | |
| Teachers’ Gender | | | | | 3 | 15.243 | 7.815 | Reject Ho |
| Male | 109 | 89 | 72 | 41 | | | | |
| Female | 98 | 101 | 77 | 13 | | | | |

Table 3 above, illustrated the X² Chi-Square test of significant dependency of classroom management effectiveness on teachers’ gender. The result showed that with 3 degree of freedom, at 0.05 level of significance, the calculated X² value of 15.243 is greater than the tabulated/critical X² value of 7.815, leading to the rejection of the hypothesis and concluding that students’ level of agreement on classroom management effectiveness significantly depend on teachers’ gender.

Hypothesis Two

Ho2: Students’ level of agreement on classroom management effectiveness does not significantly depend on school location.

Table 4: Result of the X² Chi-Square test of independence of classroom management effectiveness on school location

| | Students’ Level of Agreement | | | | DF | X ² _{cal} | X ² _{tab} | Decision |
|------------------------|------------------------------|----|----|----|----|-------------------------------|-------------------------------|-----------|
| | SA | A | D | SD | | | | |
| School Location | | | | | 3 | 11.124 | 7.815 | Reject Ho |
| Urban | 98 | 91 | 76 | 35 | | | | |
| Rural | 114 | 76 | 54 | 56 | | | | |

Table 4 above, illustrated the X² Chi-Square test of significant dependency of classroom management effectiveness on school location. The result showed that with 3 degree of freedom, at 0.05 level of significance, the calculated X² value of 11.124 is greater than the tabulated/critical X² value of 7.815, leading to the rejection of the hypothesis and concluding that students’ level of agreement on classroom management effectiveness significantly depend on school location.

Discussion of Findings

The findings of this study revealed that the coefficient of the relationship between teachers’ gender and their classroom management effectiveness in Nnewi Education Zone of Anambra State is very low. This implies that their relationship is very low attesting that teachers’ gender (male and female) could affect the teachers’ classroom management effectiveness minimally. Despite the low relationship found in this study, it was however established that the relationship is significant, thereby indicating that teachers’ gender could show a remarkable influence or affect their classroom management effectiveness.

This implied that the sex of the teacher influences the level of his/her effectiveness. The result is contrary to the findings of Amit and Sorj (2012) where both male and female teachers were found to exhibit equal level of teacher effectiveness. However, the study of Ajayi (1999) showed that female teacher's job mean performance was greater than that of male teacher and that female teachers had higher level of job performance. The difference obtained between male and female teachers' effectiveness in this present study can be due to the fact that some teachers may be more committed to their teaching jobs than others who now engage in extra business like trading during breaks and outside the classroom to earn additional money.

It was however revealed in this study that there is a very low relationship between school location and teachers' classroom management effectiveness in Nnewi Education Zone of Anambra State. The study also established that students' level of agreement on classroom management effectiveness significantly depends on school location. This implies that classroom management effectiveness minimally depends on school location, say urban or rural but the dependency is significant. This result agrees with Abduliahi and Onasanya (2010) that senior secondary school students in urban areas had higher means in term of performance than students in semi-urban and rural areas. Analysis of posting of teachers in this study showed that there was a high concentration of teachers in terms of numbers and sex in urban cities compared with those teachers teaching in rural areas. The study revealed that a large number of the teachers, especially females, (115 females to 55 males) were posted to teach in urban cities. For instance, 55 NCE female teachers were engaged in urban cities to 10 females in rural areas. This is against 32 male NCE teachers who stayed in the rural schools. Hence the ratio of teachers to students is usually low in urban areas, whereas teachers have to face large crowd of students in rural areas. Another possible factor can be attributed to the effect of proximity of the Ministry of Education or Education Headquarters to teachers in urban schools. Occasional surprise visits of some ministry of Education officials to those schools make the teachers in urban schools to be constantly at alert to their responsibilities.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. School administrators should ensure that they regularly organize seminars aimed at intermittent training of male and female teachers irrespective of their school location on these classroom management techniques as a result of their importance in teaching and learning process.
2. School administrators and teachers should ensure that they do not excessively use corporal punishment as a classroom management technique rather other techniques could be used.

Conclusion

It is concluded in this study that the relationship between teachers' gender and their classroom management effectiveness in Nnewi Education Zone of Anambra State is very low but significant. Also, there is a very low relationship between school location and teachers' classroom management effectiveness. The study also established that students' level of agreement on classroom management effectiveness significantly depends on school location.

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