CLASSROOM MANAGEMENT PRACTICES ADOPTED BY TEACHERS FOR ENHANCING QUALITY TEACHING AND LEARNING IN SECONDARY EDUCATION IN ANAMBRA STATE, NIGERIA

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Abstract

The study examined classroom management practices adopted by teachers for quality teaching and learning in public secondary schools in Anambra State, Nigeria. Three research questions guided the study and three null hypotheses were tested at 0.05 level of significance. A descriptive survey research design was adopted for the study. The population of the study consisted 6,382 teachers in 263 state government owned secondary schools in the six education zones of Anambra State. A sample size of 638 consisting 192 male and 446 female teachers was drawn using multi-stage sampling procedure. A researchers' developed instrument titled "Teachers' Classroom Management Practices Questionnaire" (TCMPQ) structured on a four-point scale and validated by three experts was used for data collection. The internal consistency of the instrument was ascertained using Cronbach's Alpha and this yielded reliability coefficient of 0.81, 0.86 and 0.70 for the four segments of TCMPQ and 0.79 for the entire instrument. Out of the638 copies of the instrument administered, 617 were retrieved and used for the analyses. Mean rating was used to analyze the research questions and t-test for testing the hypotheses. The findings of the study indicated that teachers adopt all the practices of instructional monitoring, effective communication and classroom arrangement for enhancing quality teaching and learning in Public secondary schools in Anambra State. Based on the findings, it was recommended among other that in order to achieve desired level of quality education, training and retraining of teachers should be made a top priority in the State. Workshops and conferences should be organized by Anambra State government regularly to refresh teachers' skills in classroom management. This will create enabling environment for teachers' continuous improvement in their use of classroom management practices.

Keywords: Classroom Management Practices, Quality Teaching and learning

Introduction

It is generally believed that education is the means through which knowledge and skills are acquired for the development of any nation. The acquisition of these knowledge and skills take place mainly in the classroom. The classroom is an important place in the operation of any school which holds the students together and offers them the opportunity of achieving the purpose of education. The classroom determines what the child eventually becomes morally and academically. This goes to prove how indispensable the provision of adequate, conducive, suitable and child-friendly classroom is for school children to achieve their goals.

Classroom can be seen as the teacher's theatre of operation; a place that makes or mars his career; a place where he is happy to be if he teaches with confidence. That is why the place of the teacher in teaching and learning process is a crucial one and should not be played with. The classroom can also be seen as an avenue where students share experiences and grow in group, living not only for

learning but for development. This corroborates with the view of Bua (2022) that classroom holds students together and affords them the opportunity to interact with one another and through this interaction, grow physically, intellectually, and emotionally. This shows that a classroom is the power house where the success of the teaching and learning process is generated, implemented and sustained. According to Azubuike (2012), the achievement and success of classroom teaching and learning interaction depends to a large extent on teachers' skills and abilities as classroom managers.

Managing classrooms means more than avoiding chaos in the classroom but establishing a routine that enables learning activity to proceed smoothly. According to Bolarin and Biodun (2000) good classroom management helps to prevent unnecessary discipline problems by students in the classroom and promotes good behaviour and better academic results. From a pedagogical standpoint, teaching and learning can only occur in an orderly classroom. Orderliness here does not only imply quiet or rigid classroom but it refers to classroom whose activities engage students in meaningful learning. In other words, an orderly classroom is one in which both the teacher and students know exactly what is going on or what is expected of them at any time and which in the final analysis helps to prevent discipline problems.

In order to effectively manage the classroom, the teacher must apply different classroom management practices which are necessary for attaining classroom objectives. Bua (2022) refers to classroom management practices as the tactics or methods adopted by teachers to ensure decorum in the classroom and thus create a healthy and conducive atmosphere for learning. Classroom management practices according to Asiyai (2011) refers to the tactics the teacher employs in the classroom for better teaching and learning. These tactics of organizing the students in the class according to Asiyai include: having better seating arrangements, coordinating their activities, monitoring their behaviours, ensuring effective learning process, providing instruction through interactive communication, getting feedback from students, preparing and utilizing instructional materials in facilitating learning and maintaining discipline among others. It is therefore necessary that classroom managers are abreast with these techniques and practices for quality teaching and learning to take place.

The concern for quality has been at the core of the motivating forces for reforms in education, secondary schools not left out. According to Federal Republic of Nigeria (2013), and Federal Ministry of Education (2010), the main policy objective in education in Nigeria is to raise the quality of education at all levels in order to make the recipients of the system more useful to themselves and the society as well. FME (2010) further stresses that quality teaching and learning in Nigeria education system, most especially in secondary schools, is a goal to which learners, teachers, staff and school administration should aspire to attain. These goals will not be significantly achieved if the classroom teacher fails in his responsibility. The taste in education is carried and evidenced in its quality. Unless quality and functionality are assured in the system, education will lose out to nothing else.

According to Ayemi and Adelabu (2012) quality teaching in education is the efficient management, monitoring, evaluation and review of the resources and reformation process (teaching and learning) to produce quality output (students) that meet set standards and expectations of the society. This implies that quality assurance focuses on enhancing and improving the processes of teaching and learning in order to produce students who are worthy in character and in learning. Raouf (2008) also sees quality teaching and learning in education as the process of ensuring continuous improvement in all aspects of education business in our institution of leaning to satisfy the needs and aspirations of the institution's customers. The institution's customers here imply the students and this can occur only when what is taught and learnt are generally geared towards meeting the societal expectations.

Quality teaching in secondary school demands practices that can help to improve and sustain learning in the classrooms. This indicates that the management of the classroom for quality

teaching and learning demands from teachers the task of involving classroom management practices to maintain the standard set up by the Federal Ministry of Education. This can be achieved through promoting good values in institutional management and supervision of teaching and learning process to produce quality learners from the school system.

The ability to manage the classroom positively is recognized as a universal prerequisite for effective teaching. However, some teachers in secondary schools in Anambra State complain that one of the problems they encounter in the course of their profession is classroom management and its worrying consequences on quality education. This may be the reason most secondary schools in the State are not living up to expectations in imparting and equipping individuals with knowledge, skills, values and attitudes. Other classroom management concerns such as overcrowding of students in the classroom and varied forms of indiscipline among students in the classroom also exist in secondary schools in Anambra State. Teachers whose most essential activity in a typical school environment is to organize classroom activities and manage students' unacceptable behaviours for the attainment of quality education seem to be incapable of taking care of these classroom activities. It is therefore an imperative to determine classroom management practices adopted by teachers for quality teaching and learning in public secondary schools in Anambra state of Nigeria.

Statement of the Problem

There has been several complains by parents and students about some of the classroom activities of teachers in secondary schools in Anambra State. Teachers on the other hand complain of students' inattentiveness, disruptive behaviour and lack of cooperation during classroom lessons on one hand and the challenges they face in managing their demanding classes that are most times over populated and lack sufficient learning and teaching aids which are all obstacles to effective classroom instruction for quality teaching and learning. The effect of this is that the students are constantly sent out of the classrooms, punished, suspended and sometimes expelled from school. The need for classroom teachers to adopt necessary practices in managing instruction and behaviour in the classroom for quality teaching and learning therefore becomes imperative. Hence the need for this study.

Purpose of the Study

The study ascertained classroom management practices adopted by teachers for quality teaching and learning in public secondary schools in Anambra State. Specifically, the study:

1. Ascertained the instructional monitoring practices adopted by teachers in the classroom for enhancing quality teaching in public secondary schools in Anambra state.
2. Ascertained the effective communication practices adopted by teachers in the classroom for enhancing quality teaching and learning in public secondary schools in the state.
3. Determined the classroom arrangement practices adopted by teachers for enhancing teaching and learning in secondary schools in the state.

Research Questions

The following Research questions guided the study:

1. What are the instructional monitoring practices adopted by teachers in the classroom for enhancing quality teaching in public secondary schools in Anambra State?
2. What are the effective communication practices adopted by teachers in the classroom for enhancing quality teaching and learning in public secondary schools in the State?
3. What are the classroom arrangement practices adopted by teachers for enhancing teaching and learning in secondary schools in the State?

Hypotheses

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

1. Male and female teachers do not differ significantly on the instructional monitoring practices they adopt for enhancing quality teaching and learning in public secondary schools in Anambra state.
2. Male and female teachers do not differ significantly on the effective communication practices they adopt for enhancing quality teaching and learning in public secondary schools in the state.
3. Male and female teachers do not differ significantly on the classroom arrangement practices they adopt for enhancing teaching and learning in secondary schools in the state.

Methods

A descriptive survey research design was adopted for the study which was carried out in public secondary schools in Anambra State, Nigeria. Three research questions guided the study and three hypotheses were tested at the 0.05 level of significance. From a population of 6,382 teachers, a sample of 638 (192 males & 446 females) teachers representing 10% of the population was drawn using a multi-stage sampling procedure. A researchers' developed instrument titled "Teachers' Classroom Management Practices Questionnaire" (TCMPQ) 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 coefficient of 0.81, 0.86, and 0.70 for the three clusters of the PTCMPQ and 0.79 for the entire instrument. The direct administration and retrieval method was used for data collection. A total of 638 copies of the questionnaire were administered while 617 copies were retrieved and was used for data analysis. Mean was used to answer the research questions while t-test was used to test all the null hypotheses at 0.05 level of significance. For the research questions, a mean rating of 2.50and above was interpreted as agree while mean rating of less than 2.50 was interpreted as disagree. The null hypothesis was rejected where the t-cal was greater than critical value 1.96 whereas the null hypothesis was not rejected where the t-cal was less than the critical value 1.96.

Results

Table 1: Teachers' mean ratings of the instructional monitoring practices they adopt for quality teaching and learning

S/N	As a teacher, I…	Mean	SD	Remark
1	Monitor students' behaviour in your class to promote learning.	3.16	.84	Agree
2	Monitor students' compliance with rules and expectations in theclassroom.	2.96	.95	Agree
3	Go round the class to watch the students as they carry out theirassignments and class work.	3.31	.55	Agree
4	Give assignments and class work to the students after teaching a particular topic.	3.25	.93	Agree
5	Make use of questioning during classroom discussions to check thestudents' understanding of the material being taught.	3.59	.49	Agree
6	Make corrections on home work.	3.32	.69	Agree
7	Record completion of homework and award Grades.	3.05	.91	Agree
8	Review students' performance to enable you take decision.	3.32	.79	Agree
9	Mark students' notebooks.	3.41	.82	Agree
10	Conduct periodic review with students to confirm their grasp of learning materials.	3.65	.56	Agree
11	Caution students when they sleep in the classroom while teachingand learning is going on.	2.59	.72	Agree
12	Scan the classroom to notice and respond to any problem in the classroom.	3.41	.49	Agree
13	Positively acknowledge good performance in the classroom to encourage behavior	3.59	.49	Agree

Table 1 shows that respondents agree to the 13 listed items as the instructional monitoring practiced adopted by teachers for quality teaching and learning. Their mean ratings for the 13 items ranged from 2.59 to 3.65. The range of the standard deviation which fell within .49 and .95 indicates that the respondents were homogeneous in their mean ratings.

Table 2: Teachers' mean ratings of the effective communication practices they adopt for quality teaching and learning

S/N	As a teacher, I…	Mean	SD	Remark
14	Display the major classroom rules and procedures in anappropriate section of the classroom.	3.27	.94	Agree
15	Use non-verbal signals such as gestures, movement, facialexpressions to indicate approval.	3.65	.48	Agree
16	Give frequent and consistent feedback regarding students'behaviour and performance.	3.11	.67	Agree
17	Involve students in constant Interactions.	3.15	.84	Agree
18	Use questions and answers to promote teaching and learningin the classroom.	3.56	.71	Agree
19	Provide clear directions for classroom activities so that thestudents know what to do at any given time.	2.59	.83	Agree
20	Use tones and voice that don't alienate students duringteaching and learning.	3.59	.49	Agree
21	Systematically teach and re-teach classroom routines within the context of the classroom (e.g. turning in home work, Requesting assistance, talking in turn etc.).	3.32	.69	Agree
22	Make clear to students the consequences of their behaviour in the classroom.	3.05	.91	Agree
23	Call students by their names to keep them involved andfocused.	3.32	.79	Agree
24	Provide each student with multiple opportunities to respondand participate during instruction.	2.98	.89	Agree

As shown on Table 2, the respondents agree with all the item as effective communication practices used by teachers in the classroom for quality teaching and learning. Their mean rating ranges for the 11 items ranged from 2.98 to 3.65. The range of the standard deviation which fell within .48 to .94 indicates homogeneity of responses in the mean ratings of the respondents.

Table 3: Teachers' mean ratings on the classroom arrangement practices they adopt for enhancing teaching and learning

S/N	As a teacher, I…	Mean	SD	Remark
25	arrange students in rows to facilitate task behaviour and academic learning.	3.74	.44	Agree
26	remove distracting materials from view when instruction is going onin the classroom.	3.34	.68	Agree
27	organize visual and audio aids in the classroom to facilitatelearning.	3.46	.50	Agree
28	strategically place students with special needs or behaviourproblems in close proximity to me.	2.89	.87	Agree
29	keep a neat and tidy classroom to facilitate learning.	3.40	.49	Agree
30	ensure that all seats and desks are well arranged to suit a method.	3.41	.49	Agree
31	disallow noise making formally but pleasantly.	2.82	.89	Agree
32	display the major classroom rules and procedures agreed upon by Teacher and students.	3.16	.79	Agree
33	ensure that the classroom is well ventilated and has proper lighting.	2.67	.71	Agree
34	ensure there is order in the classroom during lessons to facilitate learning.	3.51	.88	Agree
35	manage student's movement in and out of the class during lessonsto avoid distraction and promote teaching and learning.	3.14	.62	Agree

As depicted on Table 3, the respondents agree on the 11 items as the classroom arrangement practiced that enhance teaching and learning. Their mean ratings which ranged from 2.67 to 3.74 were all above the cut of mean of 2.50. The respondents' standard deviation which fell between .44 and .89 shows that the respondents were homogeneous in their mean ratings.

Table 4: t-test comparison of male and female teachers' mean ratings on the Instructional Monitoring Practices for Quality Teaching and Learning

Source of variation	N	Mean	SD	Df	t-cal	t-crit	Decision
Male	99	3.31	.42				
				615	.77	1.96	Not Sig
Female	518	3.34	.41				

As shown on Table 4, the t-cal value of .77 was less than the critical value of 1.96 at alpha level of 0.05 and degree of freedom (df) 615. This shows that no significant difference exists in the mean ratings of male and female teachers on the instructional monitoring practices adopted by teachers for quality teaching and learning. The null hypothesis was therefore not rejected.

Table 5: t-test comparison of male and female teachers' mean ratings on the effective communication practices adopted by teachers for quality teaching and learning

Source of variation	N	Mean	SD	df	t-cal	t-crit	Decision
Male	99	2.81	.40				
				615	.38	1.96	Not Sig
Female	518	2.83	.41				

The t-test analysis presented in table 5 shows that the calculated t-value of .38 was less than the critical t-value of 1.96 at alpha level of 0.05 and degree of freedom (df) 615. This shows that there is no significant difference in the mean ratings of male and female teachers on the effective communication practices they adopt for quality teaching and learning. The null hypothesis of no significant difference between the two groups was therefore not rejected.

Table 6: t-test comparison of male and female teachers' mean ratings on the Classroom Arrangement Practices that Enhance Quality Teaching and Learning

Source of variation	N	Mean	SD	df	t-cal	t-crit	Decision
Male	99	3.28	.41				
				615	.07	1.96	Not Sig
Female	518	3.29	.41				

As shown on Table 6, the t-cal value of .07 was less than the critical value of 1.96 at alpha level of 0.05 and degree of freedom (df) 615. This shows that the difference in the mean ratings of male and female teachers on classroom arrangement practices that enhance quality teaching and learning was not significant. Therefore, the null hypothesis was not rejected.

Discussion

The results revealed that teachers adopt all the instructional monitoring practices for quality teaching and learning. This implies that instructional monitoring practices like behaviour monitoring, moving around the class as students do their class work, compliance with the rules and regulations, scanning the classroom to respond to any problem and positively acknowledging good performance in the classroom etc. can be effective means of promoting quality teaching in Anambra State. The above findings are in agreement with Ahmad (2011) who found out that the

use of instructional monitoring is an effective means of improving learning. The author also found that monitoring the students in and out of the classroom by the teachers does not only enhance good behaviour among the students but also promotes students' academic performance. The finding is also in agreement with Ugborugbo and Agharuwhe (2009) and Adeyemo (2012) who found that the teachers' use of instructional monitoring in creating a safe and effective learning environment for students' quality education. Therefore, teachers should know and greatly apply practices that will create conducive environment that will allow and help students learn.

The findings also indicated that teachers adopt effective communication strategies for quality teaching and learning in the classroom. The implication is that teachers display major classroom rules, give frequent feedback on students' behaviour, involve students in constant interaction, provide clear directions, calls students by their names and present lessons with accuracy and clarity for better understanding of the topics. Effective communication abilities of the teachers are indispensable in the management of classrooms. The findings of the present study agree with Mgbodile (2004) and Asiyai (2011) who found out that effective communication enables the teacher to maintain conducive classroom environment for teaching and learning. The teacher should be able to communicate the rules and expectations of the class and make the students know the consequences of their actions.

Again the hypothesis testing of this study showed that there is no significant difference between male and female teachers in their adoption of effective communication practices for quality teaching and learning. This is in agreement with Ahmad (2011) who found that male and female teachers understand the importance of effective communication practices in the maintenance of quality teaching and learning in the classroom.

The study also found that teachers adopt classroom arrangement practices for enhance teaching and learning through; arranging students to facilitate task behavior, removing distracting materials, organizing audio-visual aids, strategically placing students with special needs, keepingneat and tidy classroom, etc. This implies that effective classroom arrangement by teachers will enhance classroom management for teaching and learning. This finding agrees with Idu (2012) who found that teachers in schools possess the necessary skill in class arrangement for efficient teaching and learning. Idu further found that the teachers' classroom arrangement like: arrangement of seats, desks, chalkboard, learning materials, in rows enhances quality teaching and learning in schools. This means that teachers' classroom arrangement is an important factor in the process of teachers' classroom management and control. Furthermore, the findings of this study is in agreement with Kukuru (2011) who realized that physical arrangement of the classroom is one of the basic classroom principles every teacher must possess to enhance quality teaching in any school system.

Conclusion

From the data interpretation and discussions of results from the findings of this study, the following conclusions are made: Classroom management is an important issue in teaching and learning. Proper classroom management depends on the teacher. The teacher manages the class well when the environment is conducive for the students. Therefore, this study has shown that teachers in public secondary schools in Anambra State adopt relevant practices in instructional monitoring, effective communication and classroom arrangement for improving the quality of teaching and learning in the State.

Recommendations

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

1. In order to achieve desired level of quality education, training and retraining of teachers should be the watchword. Workshops should be organised by Anambra State government regularly to refresh teachers' skills in classroom management. This will create enabling environment for teachers' continuous improvement in their use of classroom management practices.

2. Classroom management programmes in teacher education training colleges and institutions should be given a top priority with the aim of improving the would-be teachers' skills in classroom management.

3. The study also recommends that teachers should continually utilize relevant instructional monitoring, effective communication and classroom arrangementpractices in the classroom for quality teaching and learning.

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