



Full Length Research Article

**PRINCIPALS' PERCEPTION OF TEACHERS' CLASSROOM MANAGEMENT EFFECTIVENESS IN
PUBLIC SECONDARY SCHOOLS IN ONDO STATE, NIGERIA**

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ARTICLE INFO

Article History:

Received 23rd December, 2013
Received in revised form
30th January, 2014
Accepted 25th February, 2014
Published online 05th March, 2014

Key words:

Classroom Preparation,
Instructional Preparation,
Entry behavior,
Behavior Management,
Management Effectiveness.

ABSTRACT

The study examined Principals' Perception of classroom management effectiveness in Ondo State Public Secondary Schools with regards to classroom preparation, instructional preparation and presentation, and behavior management. Seventy two (72) principals were selected through purposive and proportionate random sampling techniques to reflect location, gender and experience. A self constructed questionnaire which was validated and subsequently subjected to test and retest method with a reliability coefficient of $r=0.77$ was used. Data were analysed using Pearson Product Moment correlation and t-test statistical analyses. The study revealed that there is a significant relationship between classroom management effectiveness of teachers and student academic performance. It was further discovered that significant difference occurs in classroom management effectiveness of teachers in urban and rural public secondary schools in Ondo State, Nigeria. Again, it was found that variation occurs in male and female principal's perception of classroom management effectiveness of teachers in Ondo State public secondary schools. From the findings, it was recommended that the school principal as the overall manager at the school level should endeavour to provide enabling administrative and pedagogical environments that increase the operational autonomy of the teacher to be able to structure the various forces of the classroom and its environments to meet students' learning needs. The programmes of teacher education at the Universities and the Colleges of Education should be reviewed to transcend the boundary of seating arrangement, pedagogy and content mastery to other aspects of classroom management like integrity cultivation and behavior management.

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INTRODUCTION

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. According to Oliver and Reschly (2007) there is a high correlation between a teacher's ability to organize classroom, manage the behavior of his or her students and positive educational outcomes. Conversely, poor classroom management can lead to negative educational outcomes. The teacher is, therefore, expected to provide super classroom management effectiveness in his or her quest to enhance positive behavioural change in the students. Classroom management can be said to be that function of the school that

concerns the structuring of the four Ms of Management, i.e. men (in generic terms). Money, materials and methods (scientific and administrative) by the class teacher in the most educative way possible to enhance learning. Perhaps, that explains why Calderon (2013) highlights the functions performed by effective classroom teachers as;

- Choosing, making and using the most effective instructional strategies;
- Designing classroom curriculum that facilitates students learning;
- Considering the needs of the students collectively and individually and not just relying on prepared textbooks while designing the curriculum and
- Implementing rules and regulations and imposing discipline actions.

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However, the concept of classroom management effectiveness in Nigeria secondary schools is often subsumed in the overall management efforts of the principal which, according to FGN

(2004), Alimi, Alabi and Ehinola (2011) is the accounting Officer of the school and therefore to the exclusion of any other subordinate is either praised or blamed for management effectiveness or ineffectiveness respectively in relation to the achievement of school goal(s). Admittedly, some principals have some measures of influence to get their classroom teachers get things done properly in the classroom in order to ensure effective teaching and learning. But as Coggshall, Ott, Behrstock and Lasagna (2009) observe some classroom teachers are not effective in the discharge of their professional duties. This observation is disturbing particularly when the researchers formed their position from the views expressed by some other fellow classroom teachers. Therefore, since the principal is the school overall manager who is accountable to the teaching and learning process in the school, a research on teachers' classroom management effectiveness in Ondo State Public Secondary Schools with regards to classroom preparation, instructional preparation and presentation, and behavioural management from the perception of the school principal becomes relevant and germane.

Statement of the Problem

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 Ondo State, Nigeria where cases of absenteeism and examination malpractices have become common phenomena. Invariably, academic standard has declined considerably as there is persistent poor performance of candidates from Ondo State Secondary Schools in public examination like West African Examinations Council (WAEC) and National Examination Council (NECO). There is also increasing number of dropouts from qualifying examination into universities, Polytechniques and colleges of education. Some of the weak students from secondary schools who managed to secure admission into higher institutions have either been dropped out for reason of incompetence or have resorted to cultism as coping strategy. This is not only an economic waste to the affected students, parents and government but a dangerous signal to the future of the country.

Research Hypotheses

1. There is no significant relationship between the classroom management effectiveness of teachers and students' academic performance in public secondary schools in Ondo State, Nigeria.
2. There is no significant difference in the classroom management effectiveness of teachers from Urban and Rural Public secondary schools in Ondo state, Nigeria.
3. There is no significant difference in the male and female principal's perception of classroom management effectiveness of teachers and student's academic performance in public secondary schools in Ondo State, Nigeria.

MATERIALS AND METHODS

The population comprised all the 265 male and 39 female principals of the re-articulated public secondary schools totaling 304 principals across the 18 local governments in Ondo state, Nigeria (EMIS, 2013). Sample for this study,

however were 72 principals selected on the basis of purposive and proportionate random sampling techniques—4 secondary schools from each of the 18 local government area represented by 4 principals (2 from the rural setting and the other 2 from urban setting). Other considerations for sampling were gender representation and a minimum of 2 years (2011-2012) work experience in the present school. Thus 67 male and 10 female principals were sampled for the study. The study is essentially a correlation study but carried out within the framework of the descriptive survey design. The questionnaire used was titled "Principal's Perception of Classroom Management Effectiveness Descriptive Questionnaire (PPCMEDQ). The instrument was validated by the experts in educational management department of Adekunle Ajasin University, Akungba Akoko, Nigeria and tested for reliability. The reliability coefficient was 0.77. All the 72 sampled subjects completed their questionnaire which were personally administered by the researcher with the help of a research assistant. The mean aggregates obtained by each school in the Senior Secondary School Certificate Examination (SSCE) in West African Examination Council (WAEC) for 2011 and 2012 were used to determine the level of academic performance of students in the sampled schools.

RESULTS

Testing of hypotheses

Hypothesis 1

There is no significant relationship between the classroom management effectiveness of teachers and students' academic performance in public secondary schools in Ondo State, Nigeria.

Table 1.1. Summary of Correlation between Classroom Management Effectives of Teachers and Students Academic Performance in Ondo State, Nigeria State Public Secondary Schools

	Source of Variation	Classroom management	Academic performance
Classroom Management	Pearson Correlation	1	-.420
	Sig (2tailed)		.407
	Sum of squares and cross-products	544.000	-12.000
	Covariance	108.800	-2.400
	N	6	6
Academic Performance	Pearson Correlation	-.420	
	Sig (2tailed)	.407	
	Sum of squares and cross-products	-12.000	1.500
	Covariance	-2.400	.300
	N	6	6

There is a negative relationship of -.420 at 0.05 level of significant. Thus the hypothesis which states that there is no significant relationship between the classroom effectiveness of teachers and students' academic performance in public Secondary School in Ondo State, Nigeria is rejected.

From Table 2, $t_{cal.376} > t_{val} .233$ at 0.05 level of significant. This indicate that there is a significant difference between the urban and rural Public Secondary Schools Classroom management effectiveness of teachers in Ondo State, Nigeria. Thus the hypothesis is rejected.

Table 2. Summary of Difference in Classroom Management Effectiveness of Teachers in Urban and Rural Public Secondary Schools Ondo State, Nigeria

Source of variation	N	Mean	Std. Deviation	df	t-cal	Sig
Classroom Management & Effectiveness of Teachers	Urban 12	8.1667	4.04145	22	.376	.233
	Rural 12	9.0000	6.53661			

Table 3. Summary of difference in Male and Female Principals Perception of Classroom Management Effectiveness of Teachers in Ondo State Public Secondary School

Source of variation	N	Mean	Std. Deviation	df	t-cal	Sig
Male	12	15.5000	7.47724	22	5.951	.001
Female	12	2.5000	1.16775			

Table 3 revealed that $t\text{-cal } 5.951 > t_{\text{val}} .001$ at 0.5 level of significant. This indicates that the hypothesis which states that there is no significant difference in the male and female principal's perception of classroom management effectiveness of teachers and student's academic performance in public secondary schools in Ondo State is rejected.

DISCUSSION

The study shows that there is a significant relationship between the classroom management effectiveness of teachers and students' academic performance in public Secondary Schools in Ondo State. This is in agreement with the position in the literature that there is a high relationship between classroom management effectiveness and positive educational outcomes (Oliver, 2007). The findings seem to negate Goldstein (2001) position that it is very difficult if not impossible to ascribe the progress of any one pupil in a given subject to the subject teacher because some other factor such as student background, school setting and other teacher also contribute. A critical look at the components of classroom forces, however shows that even those other factors apart from teaching are the entry behavior of the pupil which an effective classroom manager, that is the teacher should consider in his or her classroom activities.

It was also discovered that there is a significant difference in the classroom management effectiveness of teachers from urban and rural public Secondary Schools in Ondo State. The reason for this finding could be the recent introduction of the use of Quality Assurance Agency by the Ondo State Ministry of Education who's supervisory and standard maintenance roles appear to be more intense and impacting in urban areas perhaps due to ease of accessibility than in rural areas. The finding, however, corroborates Fowowe, Ogunsaya, Akinkuolu and Oshin's (2011) submission that many parents and guardians prefer to enroll their children/wards in urban schools for both Junior and Senior School Certificate Examination because of their believe in the superior academic performance in Urban schools than in schools in rural areas. The result obtained in table 3 shows that there is significant difference between male and female principals perception of teachers 'classroom management effectiveness in Ondo State

public secondary schools. This finding is in line with the position of Moir and Jessel (1992) that men are different from women because their brains are different, resulting in differences in their perceptions, preference and behavior. Also, while the female brain is Programmed for empathy, that is sympathetic and considerate male brain is programmed for objectivity and systemic analysis (Baron-Cohen). However, an additional factor for concern, as shown in the methodology of this study is the conspicuous gender gap between male and female principals' enrolment in the public secondary schools in Ondo State, presumed to be one of the female educationally favoured states in Nigeria. According to UIS (2005) Hausa – speaking girls are less likely to attend school than the Yorubas. The wide gender gap between male and female principals in the ratio of approximately 6:1 evident in this study underscores UBEC'C (2003) Claim that there is a tremendous progress in the reduction of wide gender disparity in schools, particularly in the teaching force in Nigerian secondary schools. However, the finding agrees with Opeke (2008) that more male head teachers exist in Nigerian secondary schools than female.

Conclusion

From the foregoing it is apparent that effective classroom management by the class teacher, is the gateway to effective learning by the student. However, classroom management effectiveness goes beyond maintenance of appropriate or altruistic classroom norms. It includes the application of such learning environmental variables as classroom preparation, instructional preparation and sound pedagogical delivery of the subject content. The result had shown that the variation occurs in the classroom management effectiveness of teachers in secondary schools in urban and rural areas. So also is the fact that female principals' views of the classroom management effectiveness of teacher in Ondo State secondary schools are different from those of their male counterparts.

Recommendations

In view of the results revealed by the outcome of this study, it is thus recommended that:

- The school principals as the overall manager at the school level should Endeavour to provide enabling administrative and pedagogical environments that increase the operational autonomy of the teacher to be able to structure the various forces of the classroom and its environments to meet students' learning needs.
- Teachers should adequately plan his or her lessons with due consideration for the diverse range of student in the class.
- The teacher should ensure that maintenance of discipline is carried out in an atmosphere of empathy, fairness, firmness and integrity of character.
- To close the obvious gender gap in the teaching force, there should be education law in the country compelling the parents to send their daughters to school and prohibiting the withdrawal of girls from school for the purpose of marriage, religion or culture
- The teacher should be gender sensitive in his /her classroom management techniques. The teacher as a counselor and an in-loco parents should encourage the

female children who are said to be more emphatic to develop interest in teaching profession and leadership roles as there seems to be a lot of semblance between mothering and teaching.

- The proprietor of secondary schools should endeavor to improve teachers welfare condition and Also provide them with in service training programmes as these will enhance their socio-economic and professional standard, boost their morale and invariably increase their productivity and students academic performance
- Efforts should be made by the government to ensure that the quality maintenance and supervisory roles of the Quality Assurance Agency get to the secondary schools in the rural areas.
- The programmes of teacher education at the Universities and the Colleges of Education should be reviewed to transcend the boundary of seating, arrangement, pedagogy and content mastery to other aspects of classroom management like integrity cultivation and behavior management.

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