



Influence Of Teachers' Classroom Management Technique On Students Learning In Secondary Schools In Ogba/Egbema/Ndoni Local Government Area

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ABSTRACT

The study examined Influence of Teachers' Classroom Management Technique on Students' Learning in Secondary Schools in Ogba/Egbema/Ndoni Local Government Area of Rivers State. The study adopted descriptive survey design. The population of the study comprises 733 teachers and 8181 students given the total of 8914 in twenty four (24) junior secondary schools in Ogba/Egbema/Ndoni Local Government Area. The sample of this research was calculated using Taro Yamane formula with 0.05% confidence level. Sample size consists of 259 teachers and 381 students totaling 640. Classroom management and Students Learning Questionnaire (CMSLQ) was the instrument used to gather the data. Two research questions were posted. Frequency and mean were used to analyze the hypotheses at 0.05 level of significance. The study revealed that teachers adopt classroom management techniques and that their personalities in the classroom management influence students learning. Based on the findings, the researcher recommended that Government should provide adequate teaching facilities so as to increase students learning, teachers should always exhibit themselves as role models, teachers should reciprocate students' academic communication so as to achieve good classroom management, and teachers should always pay attention to classroom management skills.

Keywords: Teachers, Classroom management, Techniques, Students learning

INTRODUCTION

Teachers and students constitute the key characters in the teaching and learning processes. The teachers are responsible for the instructional design therefore he/she is constantly challenged to make the best choices amidst subject varying influences that compel attention and emphasis. Hence, effective management through a considerable thought, feelings, behaviors of the students, their skills, knowledge, qualifications and background in relation to competence matter most. Umoren (2010) defined classroom management as all the things teachers must do in the classroom to foster students' academic involvement and corporation in a classroom management to create conducive learning environment. Morse (2012) is of the view that classroom management involves curtailing learner's disruptive behaviours such as fighting and noise making, close observation, arrangement of classroom learning materials and responses to students who suffer from poor sight (vision), poor hearing, poor reading, poor writing, poor spelling, shame, dullness, hyperactivity and poor study habits.

Classroom management thus requires a special skill such as planning, organization as well an aptitude for team work. It requires a great deal of commitment, initiative, teachers' willingness to adjust, creative thinking and actions (Abel, 2011). Poorly managed classrooms are usually characterized by disruptive

behaviours such as sleeping, late coming, noise making, miscopying of notes, eating, calling of nicknames, verbal or physical threat to fellow students or teacher (Ekere, 2006). Once teachers are able to effectively reduce or eliminate disruptive behaviours in the classroom, there would be increased academic attentiveness and engagement which would pave way to better students learning.

Classroom management can be analyzed in term of what teachers do to ensure that students are thoroughly influenced in their learning experiences. Consequently, a good teacher organizes and controls the teaching and learning environment towards disciplined and coordinated tasks. The teacher also set achievement goals, appraises the system and evaluate the outcomes. Thus, the sum total of school discipline, in fact depends on the effectiveness of the teacher in the classroom management.

As classrooms become the forum for social interaction between the teachers and the students, the teachers extremely focus on what management techniques and policies to adopt to ensure successful outcomes at the end of any lesson. This is conditioned by certain attitudes and expectations on the part of both the teachers and the students. It is understandable that the overall attitudes of the teachers determine to a greater extent the climate of the class room situation. This can only be efficiently and effectively where there is a coherent atmosphere or relationship between the two groups (Koko, 2001). It is common knowledge too that it is difficult to teach efficiently in an environment that breeds bitterness and rancor. Without cordial teacher- student relationship, there will be no effective teaching and learning.

It is based on this that *Classroom management is closely linked to issues of motivation, discipline and respect. Methodologies remain a matter of passionate debate amongst teachers; approaches vary depending on the beliefs a teacher holds regarding educational psychology. A large part of traditional classroom management involves behavior modification, although many teachers see using behavioral approaches alone as overly simplistic. Many teachers establish rules and procedures at the beginning of the school year.*

Once there is breakdown in communication between the teacher and the learner as a result of ineffective classroom management, there is bound to be indiscipline on the part of the students. Similarly, teachers now find themselves in classes filled with miscreants, who are disposed to violence at anytime. They do not only vent their wickedness on their fellow students but also at their teachers. They involve themselves in activities beyond mere results to causing bodily harm to others including their teachers. In a bid to control such phenomenon, effective class control is essential. To achieve effective classroom management, the teacher must exhibit acceptable control through his/her personality, professional competence, effective communication skills and inter personal relationship (Koko, 2001).

Efficient classroom management demands good leadership styles and control. This is the only way of producing and creating productive behaviors, developing healthy students-teacher's relationship, causing behavioral modification, keeping students task, maintaining business like atmosphere and communicating effectively (Crowl, 2004). The implication is that no matter how well a teacher knows the subject matter or how well he/she can teach, a teacher who cannot manage a class is bound to face undue behavioral attitude from the learners. It is difficult to understand which management techniques influence student's compliance. This is because some teachers use carrot and stick as approach to good classroom management; some may use reward and punishment while others may use dominance to incur obedience of the students in the classroom environment to achieve the set goals.

Statement of Problem

Teachers' ability and competency are sometimes determined by the extent in which the classroom environment are managed and organized to transmit knowledge; skills, potentialities, attitudes and values in accordance with individual and societal demands. Thus, the students are guided therefore through selective learning experiences to bring about worthwhile changes in behaviors

In effect, some teachers are still battling with effective style of managing classroom environment owing to their inability to communicate adequately, putting disruptive behaviors to an end, presenting his/her positive attitude to the students (personality trait) demonstrate professional competency and good rapport through interpersonal relationship. Hence, positive classroom management produces positive result. This is because the students will exhibit coherent participatory tendency in the atmosphere of learning activities. It is these inadequacies observed amongst the teachers that geared the researcher to examine the

influence of teachers' classroom management technique on students learning in secondary schools in Ogba/Egbema/Ndoni Local Government Area.

Purpose of the Study

The purpose of the study is to investigate the influence of teachers' classroom management techniques on students learning in secondary school in Ogba/Egbema/Ndoni. The objectives therefore were to determine:

1. The classroom management techniques adopted by teachers that influence students learning?
2. How teachers' personalities as classroom management influence students learning?

Research Questions

1. What are the classroom management techniques adopted by teachers that influence students learning?
2. How does teachers' personality in classroom management influence students learning?

Hypotheses

1. There is no significant difference between classroom management techniques adopted by teachers and students learning.
2. There is no significant difference between teachers' personalities in classroom management and students learning.

METHODOLOGY

Descriptive survey design was used. The population of the study consists of 733 teachers and 8181 students given the total of 8914 in twenty four (24) junior secondary schools in Ogba/Egbema/Ndoni Local Government Area. The sample of this research was calculated using Taro Yamane formula with 0.05% confidence level. Sample size consists of 259 teachers and 381 students totaling 640. Classroom management and Students Learning Questionnaire (CMSLQ) was the instrument used to gather the data. The instrument was validated by expert in the faculty of Educational Management. The reliability of the Instrument was determined using 20 respondents outside the study area. Test-retest reliability value obtained using Pearson product moment correlation coefficient of 0.78 was used to analyze the responses. Frequency and mean were used to analyze the hypotheses at 0.05 level of significance. Out of 640 copies distributed, 532 copies were retrieved.

RESULTS

Research Question 1: *What are the classroom management techniques adopted by teachers that influence students learning?*

Table 3: Mean Ratings of the Responses of Teachers and Students with Regards to Classroom Management Techniques adopted by Teachers that Influence Students Learning?

S/N	Statements	Male Teachers \bar{X}	Remarks	Female Teachers \bar{X}	Remarks
1	The teacher let the students know the objectives of the subject	3.05	Agreed	3.55	Strongly Agreed
2	The teacher involve the students in the teaching and learning process	3.49	Agreed	3.16	Agreed
3	The teacher provides adequate facilities to the students	1.47	Strongly Agreed	3.21	Agreed
4	The teachers varies activity to maintain attention level	2.93	Agreed	3.34	Agreed
5	When instructional materials are used the students' focus, imagination and ideal are heightened	3.64	Strongly Agreed	3.16	Agreed
	Total Mean	14.58	Agreed	16.22	Agreed
	Grand Mean	2.92		3.24	

Results in table 3 indicated that Grand mean scores of 2.92 and 3.24 on what are the classroom management techniques adopted by teachers that influence students learning. This showed that both the teachers and students agreed that classroom management techniques adopted by teachers that influence students learning was greater than 2.50-the criterion mean.

Research Question 2: *How does teachers' personality in classroom management influence students learning?*

Table 4: Mean Ratings of the Responses of Teachers and Students with Regards to how Teachers' Personality in Classroom Management Influence Students Learning.

S/N	Statements	Teachers \bar{X}	Remarks	Students \bar{X}	Remarks
6	A teachers 'positive personality influences students positive learning	3.53	Strongly Agreed	3.32	Agreed
7	Students learn better when the teacher exhibits himself/herself as a good role model	2.31	Disagreed	3.43	Agreed
8	Teachers who reciprocate students' academic communication achieve good classroom management	2.20	Disagreed	1.75	Disagreed
9	When students are punished without prejudice they tend to learn effectively	3.75	Strongly Agreed	2.35	Disagreed
10	Teachers control class effectively when he/she is frequently in the class	2.78	Agreed	3.47	Agreed
	Total Mean	14.57	Agreed	14.32	Agreed
	Grand Mean	2.91		2.86	

Results in table 4 indicated that Grand mean scores of 2.91 and 2.86 on how teachers' personality in classroom management influences students learning. This showed that both the teachers and students agreed that teachers' personality in classroom management influences students learning was greater than 2.50- the criterion mean

Hypothesis

1 There is no significant difference in classroom management techniques adopted by teachers and students learning.

Table 5: z-test Analysis on Significant Difference on Classroom Management Techniques adopted by Teachers on Students Learning

Variable	No of Respondents	\bar{X}	SD	Df	z-cal	z-crit	Decision
Teachers	381	2.91	0.54	538	-2.20	1.96	Accepted
Students	259	3.28	0.09				

From table 5, the z-calculate of -2.20 is less than the z-critical of 1.96 leading to the acceptance of the null hypothesis of no significance difference in the mean rating of the teachers and students influence on classroom management techniques adopted by teachers and students learning. This implies that there is no significance difference in the mean rating. of the teachers and students influence on classroom management techniques adopted by teachers and students learning

2. There is no significant difference between teachers' personalities in classroom management and students learning.

Table 6: z-test Analysis on Significant Difference on Teachers' Personalities in Classroom Management and Students Learning

Variable	No of Respondents	\bar{X}	SD	Df	z-cal	z-crit	Decision
Teachers	381	2.91	0.63	538	-10.92	1.96	Accepted
Students	259	3.28	0.60				

From table 6, the z-calculate of -10.92 is less than the z-critical of 1.96 leading to the acceptance of the null hypothesis of no significance difference in the mean rating of the teachers and students on teachers' personalities in classroom management and students learning. This implies that there is no significance difference in the mean rating, of the teachers and students teachers' personalities in classroom management and students learning.

DISCUSSION OF FINDINGS

Analysis of the findings, research question one revealed that teachers and students agreed that classroom management techniques adopted by teachers influences students learning. It revealed that teachers let students know the objectives of the subjects involve the students in teaching and learning process, various activities and use instructional materials in the teaching. Supporting the findings Wang and Wang (2009) opined that mastering effective classroom management techniques and applying them appropriately is a basic competence for teachers who wish to influence students learning.

Research question two revealed that the teachers' personality in classroom management influences students learning. The study indicated that teachers positive personalities influences positive learning, students learn better when teachers exhibit himself as a role model, teacher control class effectively when he is frequently in the class. Lew (2009) said that teacher's personalities are a crucial factor in arranging the conditions of the learners' environment for effective teaching. No man can be a good teacher unless he has feelings of warm affection towards his students and genuine desire to impart on them what he himself believes to be of value.

The analysis of the data further revealed the acceptance of the null hypothesis with z-calculate less than the z-critical at 0.05 level of significance. The analysis therefore revealed that in the null hypothesis, there is no significance difference in the teachers and students perception on teachers' classroom management techniques adopted and teachers' personalities as regard students learning in Ogba/Egbema/Ndoni Local Government Area, Rivers State.

CONCLUSION

Based on the findings of the study, it is therefore concluded that teachers adopt classroom management techniques and that their personalities in the classroom management influences students learning.

RECOMMENDATIONS

The following recommendations were made based on the findings;

1. Government should provide adequate teaching facilities so as to increase students learning.
2. Teachers should always exhibit themselves as role models
3. Teachers should reciprocate students' academic communication so as to achieve good classroom management.
4. Teachers should always pay attention to classroom management skills.

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