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## **Effective Classroom Management Techniques for Secondary Schools** (Pp. 282-291)

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### **Abstract**

*The purpose of this study was to identify effective classroom management techniques for secondary schools teachers. Two research questions were answered using mean while two hypotheses were formulated and tested using t-test and one way analysis of variance. at 0.05 level of significance. The study adopted the survey research design. A sample of 300 was administered questionnaire the instrument for data collection. Results obtained revealed the effective classroom management techniques included among others constant engagement of students in activities, use of innovative instructional strategies by teachers, teachers acting as models, monitoring, effective communication, stimulating classroom environment and regular use of questions during instruction. Findings further showed that teachers' classroom management effectiveness is a powerful motivator of student's learning. As regards the hypotheses, for hypothesis one, there was no significant difference between female and male teachers in their perception on effective classroom management techniques. For hypothesis two, there was no significant difference among principals, vice-principals and teachers in their perception regarding the effects of teachers classroom management effectiveness on students learning. Based on the findings, the study recommends that school principals should constantly organize seminars and workshops for teachers to get them acquainted with the effective classroom management techniques.*

## **Introduction**

Most formal organizations like secondary schools are aimed at effective and efficient management of the human and material resources available for the attainment of organizational goals. The classroom teacher is charged with lots of functions to perform in the teaching and learning process. One of the most challenging functions of the classroom teacher is classroom management and control. The teacher's effectiveness in teaching is assessed by his ability to use varied classroom management techniques to control students towards effective and meaningful learning during instruction. Meaningful teaching and learning cannot be achieved in a classroom environment characterized by noise making and other distractions by students. The academic achievement of students of a particular classroom can be attributed to the teachers ability to manage and control the classroom during instruction. Oyira (2006) reported that the variables that measures the classroom learning environment as perceived by students actually predicts their attitude towards schooling and academic performance.

All educational plans of a school involving teaching and learning takes place in the classroom. According to Kyriacou (2005) the classroom is the meeting point for both teachers and students where curricular activities are implemented .Educational objectives cannot be fully achieved without the use of conducive classroom environment. The classroom is characterized by a network of interpersonal relationships directed at the attainment of educational goals. Oyira, (2006) refers interpersonal relationship as the reciprocal behaviour that occurs between individuals such as exchange of information, exchange of expression and mutual activities. Good classroom environment must be well ventilated, fully supplied with chairs and desks, have adequate spatial arrangement, have sizeable chalkboard, good floors, beautiful walls and lightings (Kolawole, 2004). A good classroom environment facilitates desirable behaviour and attitude among students and thus enhancing their academic performance positively. Such an environment provides avenue for effective teacher/students and students/students interaction.

Classroom management is a prerequisite for achieving instructional objectives and safeguarding the well being of students for whom the teaching and learning activities are centered (Ogunu,2000). Classroom management entails planning, supervising, controlling and coordinating the activities of pupils in teaching –learning process. According to Grieser (2007), successful classroom management enhances students questioning and exploration only

if the learning environment is conducive. Classroom management techniques as used in this study, refers to tactics adopted by teachers to ensure decorum in the classroom and thus create a healthy and conducive atmosphere for learning.

### **Statement of Problem**

The importance of good classroom management in the realization of the objectives of education cannot be over emphasized. Teaching and learning is very embracing involving a wide range of activities such as writing on chalkboard, discussing with students, demonstrating a procedure, supervising student's class work, reading and marking assignments. Good classroom environment with good desks and seats well spaced out, well ventilated, good lighting, good ceiling and roof and smooth floor enhances effective teaching and learning. When the classroom environment provides students what they need, equilibrium occurs but when the classroom environment does not, there is disequilibrium.

The researcher has observed that most public secondary schools in Delta State, the classroom is over populated. In most of these schools, a teacher-student's ratio of 1:80 is evidenced. The national policy on education revised (2004) recommended a teacher-student's ratio of 1:40 for normal or regular school. Besides, research has revealed an increasing rate of behaviour problems among secondary school students during lessons (Yaduma and Abdulhamid,2007).The main thrust of this study is to identify the effective classroom management techniques for public secondary schools in north senatorial district of Delta State, Nigeria in view of the implication of the overwhelming teacher-student's ratio.

### **Research Questions**

The study provides answers to two research questions:

1. What is the classroom management techniques considered effective during lesson?
2. What are the effects of teacher's classroom management effectiveness on students learning?

### **Hypotheses**

Two hypotheses were formulated and tested in this study as follows:

1. There is no significant difference between female and male teachers in their perception on the identified classroom management techniques considered effective during lessons.
2. There is no significant difference among principals, vice-principals and teachers in their perception on the effects of teacher's classroom effectiveness on students learning.

### **Methodology**

The study adopted a descriptive survey research design. The target population of the study consisted of 135 public secondary schools in the north senatorial district of Delta State. The accessible population which typified and reasonably represented the target population comprised all the 135 principals, 270 vice-principals and 2758 teachers of public secondary schools in Delta North senatorial district under investigation. The sample of the study consisted of 50 principals, 70 vice-principals and 180 teachers (100 female and 80 male) selected through random sampling techniques from 50 public secondary schools in the senatorial district.

The instrument for data collection was a 22 items questionnaire, constructed along a modified 4-point likert type rating scale of Strongly Agree (SA) = 4-points, Agree (A),= 3-points, Strongly Disagree (SD),=2-points and Disagree (D ),=1-point. The face and content validity of the instrument was determined by two experts of the department of educational administration and policy studies of Delta State university, Abraka who carefully scrutinized the items and their corrections were effected before the final draft was prepared.. The reliability of the instrument was carried out, using split half technique involving a pilot study on 20 teachers, 10 vice principals and principals outside the study area. The data collected was analyzed using Cronbach Alpha formula to compute the correlation coefficient of 0.81, thus establishing the internal consistency of the instrument. The instrument was administered by the researcher and two assistants. The 300 copies of questionnaire administered were returned back useable for data analysis.

### **Method of Data Analysis**

Mean scores were used to answer the research questions. The decision rule was based on the midpoint for the scale, which was 2.50. As a result, only mean scores of 2.50 and above was accepted while mean scores below 2.50 were not accepted. The null hypotheses were tested using t-test and one way analysis of variance (ANAOVA) at 0.05 level of significance

## **Results**

The results of the study were presented according to the research questions on tables I and 2 while the hypotheses were presented on tables 3 and 4.

Table 1: shows the responses of female and male teachers on classroom management techniques considered effective during lesson in answer to research question one. 2.50 is used as the critical mean value in taking decision. All the items except items 9 and 13 have mean value above the critical value. Therefore items 1-8, 10,11,12,14 and 15 were all the effective classroom management techniques. While corporal punishment and relocating the students were not effective classroom management techniques, since their mean values were below the critical value.

Table 2: shows mean scores of responses with respect to research question two which focused on the effects of teacher's classroom management effectiveness on students learning. Again, 2.50 is used as the criterion mean. All the items except item 2 have mean value higher than the critical mean. Consequently, all the items but item 2 are the effects of teachers' classroom management effectiveness on students learning.

From table 3, the calculated t-test value of 0.62 is less than the critical t-value of 1.96 at 0.05 level of significance. Hypothesis one is therefore retained. Hence there is no significant difference between female and male teachers in their perceptions on the identified effective classroom management techniques. This implies that both female and male teachers did not differ significantly in their perceptions on effective classroom management techniques. They had similar views.

In table 4, the calculated F-value of 0.00772 is less than the critical F-value of 3.00 at 0.05 level of significance. Hypothesis two is retained. Therefore there is no significant difference among teachers, vice-principals and principals in their perceptions on the effects of teacher's classroom management effectiveness on students learning. This implies that principals, vice-principals and teachers did not differ significantly in their perception on the effects of teacher's classroom management effectiveness on students learning. They had similar views.

## **Discussion of Findings**

The findings of this study on research question one in table 1, revealed the effective classroom management techniques as effective communication, use of reinforcement and reward, use of innovative instructional strategies by

teachers during lesson, engaging students in activities constantly, use of behaviour contracts, stimulating classroom environment, regular use of questions during instruction, teachers acting as models and being vigilant, seldom use of humour, focusing and monitoring. The mean values of each of these items exceeded the critical value of 2.50. The finding of this study on use of innovative instructional strategies as effective classroom management technique is supported by Asiyai (2005). She reported that innovative instructional strategies such as concept mapping and team teaching help arouse learners' interest, thus enhancing their performance in academic activities. Research evidence have shown that active or participatory methods of teaching results in more effective learning as students become attentive in class (Anih,1997; and Anikweze,2004).

The findings on monitoring and modeling by teachers corroborate the reports of McDaniel (1996). He noted that modeling is based on the principle that 'values are caught not taught'. Teachers who are prompt to class, courteous, enthusiastic, patience and organized, provide examples for their students through their behaviour which students exemplify. Monitoring involves the teacher moving round the classroom while students carry out activities to check their progress. Teachers monitoring of instruction as it progresses enables them to respond to students misunderstanding of concepts and ensure that meaningful learning is taking place. In addition, monitoring of instruction will enable the teacher to know if adjustment in teaching needs to be made.

The finding on use of behaviour contract agrees with that of Oghuvbu (2007). Behaviour contract involves the use of class rules and regulation to which any student who violates such rules and regulations are punished and thus act as a deterrent to others.

With regards to research question two, the findings of the study showed the effects of teachers classroom management effectiveness on students learning as: it makes students positively disposed to learning, they are willing to do class assignments, help to arouse students interest and makes them excited, increased participation of students in class activities and motivates them to learn. The mean values of each of these items exceeded the critical mean value of 2.50. The implication of the findings of this study is that teachers classroom management effectiveness is a predictor of students learning and academic performance.

As regards the hypotheses, for hypothesis one, the result obtained showed that there was no significant difference between female and male teachers in their perceptions on the classroom management techniques considered effective during instruction, implying that both female and male teachers had similar views on the effective classroom management techniques. For hypothesis two, the result showed that there was no significant difference between teachers, vice-principals and principals in their perceptions on the effects of teacher's classroom management effectiveness on students learning. This implies that the respondents did not differ significantly in their opinion.

### **Conclusion**

From the results of this study, the effective classroom management techniques included effective communication, constant engagement of students in activities, regular use of questions by teachers, use of behaviour contract, teachers acting as models of good behaviour and monitoring amongst others. The conclusion drawn is that teachers classroom management effectiveness is a significant predictor of students learning and academic performance.

### **Recommendations**

Classroom management effectiveness is one of the important criteria for assessing teaching effectiveness of teachers. Besides, classroom management effectiveness enhances students learning. This study has highlighted the effective classroom management techniques. Therefore school administrators should ensure that they regularly organize seminars aimed at intermittent training of teachers on these classroom management techniques as a result of their importance in teaching and learning process.

School administrators and teachers should ensure that they do not use corporal punishment as a classroom management technique. Teachers should be models of good behavior in the way they dress, the way they talk and things they do particularly in the classroom. Teachers should also ensure that they create positive learning environment. When the classroom physical learning environment is conducive, students will develop a positive attitude towards schooling and always be attentive in class during instruction.

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**Table 1: Mean scores of female and male teachers on effective classroom management techniques.**

S/N	Items	female	male	Grand mean	Remark
1	Effective communication	3.60	3..55	3.59	Effective
2	Use of reinforcement and reward	3.66	3.60	3.63	Effective
3	Innovative teaching methods	3.48	3..50	3.50	Effective
4	Constant engagement of students in activities	3.66	3..38	3.52	Effective
5	Use of behaviour contract	3.18	3.25	3..22	Effective
6	Stimulating classroom environment	3.15	3.22	3..21	Effective
7	Regular use of questions	3.60	3.65	3.63	Effective
8	Teachers acting as models	3..56	3.44	3..50	Effective
9	Corporal punishment	2.12	2.00	2.11	Not Effective
10	Monitoring	3.60	3.65	3.62	Effective
11	Focusing	3.45	3.50	3.48	Effective
12	Use of humour	3.55	3.45	3.48	Effective
13	Relocating the students	1.90	1.86	1.88	Not Effective
14	Teacher being vigilant	2.90	3.25	3.08	Effective
	Grand mean	3.24	3.23	3.25	Effective

Source :Computed from field work.

**Table 2: Mean scores of Teachers, Vice-principals and Principals on the effects of teacher's classroom management effectiveness on students learning.**

S/N	Items	Teachers	Vice Principals	Principals	GX	Remark
1	Teachers classroom management enhances students learning positively	3.70	3.75	3.70	3.72	Agreed
2	Students academic performance does not have any significant relationship with teachers classroom management effectiveness	0.32	0.22	0.15	0.23	Disagreed
	Students will always do their assignment if the classroom is effectively managed.	3.78	3.80	3.70	3.76	Agreed

4	Teachers' effectiveness in classroom management helps to arouse students' interest in learning.	3.85	3.70	3.70	3.75	Agreed
5	Students will actively participate in activities if the classroom is well managed.	3.80	3.72	3.70	3.75	Agreed
6	Students whose teachers manage the classroom effectively always get excited to learn.	3.60	3.55	3.45	3.53	Agreed
7	Teachers' classroom management effectiveness is a good motivator to students learning.	3.65	3.63	3.60	3.62	Agreed
	Grand mean	2.72	3.19	3.13	3.19	Agreed

Source: Computed from field work.

**Table 3: T-test analysis of female and male teachers on identified effective classroom management techniques.**

Variables	N	Mean	SD	DF	T-Cal	T-Crit
Female	100	3.24	1.12	178	0.62	1.96
Male	80	3.23	1.09			

Source : Computed from field work

**Table 4: ANOVA summary table of differences among teachers, vice-principals and principals response on effects of teachers classroom management effectiveness on students learning.**

Sources of variation	SS	MS	DF	F-Cal	F-Crit
Between groups	185.2	92.04	2	0.00772	3.00
Within groups	2,263,89.4	792	297		
Total	2,265,74.6	884.04	299		

Source: Computed from field work.