



Classroom Management and the Attainment of Education Objectives in Primary Schools in Nigeria

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Abstract

This paper quantitatively evaluated classroom management and the attainment of education objectives in primary schools in Nigeria. It explained the concept of classroom and classroom management and it also examined how the qualities of teachers enhance classroom management and the attainment of educational objective in primary schools. Adopting a cross-sectional cohort study of classroom management and the attainment of education objectives in primary schools in Nigeria, a pretest and posttest method to enable the arrival of a dependable evaluation scale to determine if the result found in the pretest will also be found in the posttest. The data set created a varied range of statistical analyses: Mean, SD, One-Way Analysis of Variance (ANOVA) (F), and t -test (t). The result revealed significant relationships between the quality of teachers and classroom management and the attainment of educational objectives. The challenges of classroom management and the attainment of educational objectives revealed significant effect as well. Recommendations were proffered.

Keywords: Classroom management, Attainment, Education objectives, Primary schools, Teachers, Nigeria.

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INTRODUCTION

Classroom is designed to be managed by an instructor or a teacher who is professionally trained in the principles of learning, it is a formal place where teaching and learning takes place under the guidance of a teacher. The classroom has some facilities such as seats, desk, board, table, and so

on, and these things are referred to as the components of classroom, hence the meeting point between the teacher and the learners.

The process of organizing these human and material resources in the classroom is referred to as classroom management. The classroom should be well managed by the teacher to attain the educational objectives. It is therefore noted that the management of the classroom in the primary schools has a lot of challenges ranging from unqualified teachers, noisy environment, and lack of learning facilities etc. A lot of methods have been used for effective classroom management which yielded no significant result. Different innovations have been in the educational sector to boost the skills and quality of teachers.

Lots of school of thought emerged with countless ideas on classroom management. Yet, most classrooms in the primary schools are not effectively managed, and if this issue is not resolved educational objectives at this level of the education sector many not be attained.

It has been observed that people come into teaching profession without any form of education background, and such teachers find it difficult to manage the classroom because they lack the professional skills (Ololube, 2013). The government and stake holders in education on the other hand have not been dutiful in the provision of educational facilities (Briggs, Ololube, Kpolovie, Amaele & Amanchukwu, 2012; Amanchukwu & Ololube, 2015), and in the motivation of teachers that will enhance their performance towards the attainment of the objectives of education in the primary schools (Ololube 2009).

All these challenges in the management of the classroom are issues that need to be addressed in this paper for effective teaching and learning which invariable will enhance the attainment of educational objectives. This is important because no matter how good an educational objective may be, it cannot be achieved without effective classroom management, hence this paper. Thus, this paper intends to find out how the attainment of educational objectives can be achieved through effective classroom management. Specifically, this study sought to:

- Find out if the quality of teachers can enhance effective classroom management;
- Find out if the quality of teachers can enhance the attainment of educational objectives;
- Find out if the challenges of classroom management can hinder the attainment of educational objectives.

Research Questions

- How does the quality of teachers significantly affect effective classroom management?
- How does the quality of teachers affect the attainment of primary schools educational objectives?
- How do the challenges of classroom management affect the attainment of primary schools educational objectives?

Hypotheses

The following null hypotheses guided the conduct of this study:

- The quality of teachers does not significantly affect effective classroom management.

- The quality of teachers does not significantly affect the attainment of primary schools educational objectives/
- The challenges of classroom management do not significantly affect the attainment of primary schools educational objectives.

LITERATURE REVIEW

Concept of Classroom Management

The nature of classroom management has made it possible for people to explain it differently. However for the purpose of this paper, the few definitions of classroom management will be discussed. According to Achuonye and Ajoku (2002), classroom management is described as the organizing, controlling, directing of different variables in the classroom in order to achieve the objectives. To Mba (2005), classroom management is the integration and the effective use of the teacher's basic qualities such as:

- The teacher's knowledge of the subject matter;
- The teacher's ability to use teaching method that promotes learning;
- The teacher's knowledge of the learner.

Therefore, classroom management involves activities by which teacher's establish and maintain condition that enable individuals in the classroom to apply all their natural and creative talents to the challenge of educational task.

From the definition above, it is clear that there are many components of classroom management, and obviously the manner in which the classroom is managed affect the student performance which invariable may affect the attainment of primary education objectives. Therefore, classroom management in this context involves the total activities that the teacher engage in while organizing both human and material recourses meant for the classroom as to ensure effective teaching and learning.

Again classroom management involves good seating arrangement, adequate utilization of the educational facilities, classroom control, cleanliness in the classroom and effective teacher who possesses attributes such as good knowledge of the subject matter, the teaching skills and methods, good knowledge of the learner, good personality, resourceful, good leadership style and ability to inspire the learners.

Teachers and Classroom Management

Classroom is described as a room where students/pupils converge for the purpose of learning under the guidance of a teacher, while classroom management involves the organization, maintenance and utilization of various components of the classroom to enhance teaching and learning, therefore it beholds on the teacher who is skillful, knowledgeable and inspiring to the learners to effectively manage the classroom as to achieve the goals of primary education.

An effective teacher makes sure that chalkboard, seat/desk, ventilation and lightening, and good hygiene are maintained in the classroom for effective teaching and learning to take place (Nwiyi, 2016). Good chalkboard, seat and desks should be arranged in neat rows with adequate spacing between rows by an effective teacher to enhance his performance as it enables

the teacher to move round the class, and 25-30 seats is allowed. Good ventilation and lightening with ceiling fans and air conditioners may be used by an effective teacher.

An effective teacher provides wash hand basin, soap and clean towel. A sink with running water and disposal towels is more ideal. An effective teacher decorates the classroom with colourful charts, maps, pictures and objects that are pleasing to the eye and so facilitate learning. All these management techniques enhance both the teacher and the learners' performance leading to the overall achievement of the objectives of education (Ololube, 2006).

It is generally believed that if all things being equal that means if all these things are put in place and qualified teachers engaged in our primary schools, the objective of primary education will be achieved without hitches (Briggs et al., 2012). It is also obvious that when qualified teachers are engaged to teach in the primary schools and the components of a good classroom are not provided, it will be difficult for the teachers to perform effectively which would also lead to non-achievement of the objectives of the primary education.

Teachers and the Attainment of Educational Objectives

A teacher is a person who is professionally trained in the principles of teaching. This means that for someone to be called a teacher, he needs to acquire the basic professional skills and techniques of teaching. According to Mba (2005), teacher education is that aspect of education which deals with the acquisition of profession. Teachers are very important factor in the realization of the national educational objectives and for national growth and development of the nation. Therefore the success of any nation's education depends largely on the quality of the teachers.

It is also very vital for primary school teachers to regularly attend staff development programmes such workshop, conferences, seminars and so on to enhance their performance in carrying out their prescribed roles in the school. Innovations, new skills, technique, and knowledge in teaching and learning are acquired in the wealth of experience gathered will improve the primary education system which will guarantee the achievement of the objective of primary education in Nigeria.

It is worthwhile to enumerate the objectives of primary education in Nigeria. Thus:

- To develop in the child the ability to adapt to the child's changing environment;
- To inculcate permanent literacy and numeracy and ability to communicate effectively;
- To mold the character and develop sound attitude and morals in the child;
- To give citizenship education as a basic for effective participation in and contribution to the life of the society;
- To lay a sound basic for scientific and reflective thinking;
- To give the child opportunities for developing manipulative skills that will enable the child function effectively in the society within the limits of the child's capacity;
- To provide the child with basic tools for further educational advancement, including preparation for trades and crafts of the locality (FRN, 2004).

All these are achievable when the teachers are well trained to effectively carry out their prescribed roles. Teachers need to have the following characteristics to be able to achieve the above primary education objectives. According to Peretomode in Ekweozor (2013) they are:

- The ability to arouse and maintain students' interest;
- To show good perception and knowledge of the subject matter;
- To communicate idea in clear, logical and organized manner;
- To be enthusiastic, flexible and friendly;
- Ability to create conducive learning environment.

It is believed that when teachers exhibit these attributes in the school, the objective of the primary educational sectors will be achieved.

Challenges of Classroom Management and the Attainment of Educational Objectives

Teaching is a process of informing, instructing or inculcating into individual learners certain attitudes, skills, knowledge and virtues of appreciation. It is important to note that teaching and learning encounter largely depends on the quality of the teachers who manage the classroom for effective instructional delivery process. But it is generally observed that some of the teachers in the primary schools are not well trained in the field of education hence cannot manage the classroom effectively to achieve the objective of education.

Again, there is shortage of teachers in primary schools and the quality of some of those in service are low while some are semi-illiterate (Uriah, 2016). According to him, they hardly make one correct sentence in English and some of the secondary school teachers are very poor in quality. Thus for any transformation, sustainable and substantial growth in the educational system to be felt, the teachers who are indispensable in the achievement of the educational goals need to be adequately qualified in both certification, commitment and devotion to duty.

Most primary school buildings in Nigeria especially in the rural areas are in a dilapidating stage. And no meaningful academic work will be done when the inhabitants of these classrooms are studying in fear of the building collapsing on them. The classrooms do not have basic components of a good classroom, hence teaching and learning becomes difficult as pupils do not have things that facilitate learning in the classroom such as good seat, desks, colourful pictures and charts, good hygiene and chalkboard for teaching and learning to take place (Adamu-Awuja, 2014).

In a bid to realize the goals of primary education, teachers are faced with one form of indiscipline behaviour or the other. In the primary schools, rules and regulations are no longer obeyed, examination malpractices on the increase, cases of cultism, drug abuse and so on. This situation in the primary schools exhibits the effective teaching and learning, as teachers are on the run for their lives instead of trying to instill discipline among the pupils. Personal experience shows that currently in some parts of Etche in Rivers State namely Obibi, Okehi, Igbodo, Akwu-Obuor, Akwukabi, and Egbeke primary schools have been closed down due to cult activities, which has kept all the teachers and pupils at home for fear of being killed, robbed, raped and kidnapped. Such situation in these school does not guarantee achievement of the educational goals.

In line with this, a study of the district of Columbia school system found after controlling other variables, that students standardized achievement scores were lower in schools with poor building condition, and students in the building with poor conditions had achievements that was 6% below the rated standard, while those in school that had good facilities did excellently (Ekweozor, 2013). Therefore good facilities appear to be an important precondition for students' performance and the attainment of educational objectives.

METHODS

Design

This study adopted a cross-sectional cohort study of classroom management and the attainment of education objectives in primary schools in Nigeria. It adopted a pretest and posttest method to enable the arrival at a dependable evaluation scale to determine if the result found in the pretest will also be found in the posttest. The pretest and posttest results were retrieved at the end of 2016.

Participants

The sample comprised 231 primary school teachers (81 male, 150 females) from Etche Local Government Area of Rivers State of Nigeria (see Table 1) for further detail. Ten public primary schools were arbitrarily selected. Teachers consent were sought before the study commenced. Teachers were issued consent form to determine their willingness to participate in the study before the actual questionnaires were distributed.

Table 1: Descriptive Statistics of Teachers' Demographic Variables

Variable		Frequency (n)	Percent (%)
Gender	Female	150	65.0
	Male	81	35.0
Total		231	100.0
Age	25-40 years	121	52.3
	41-60 years	110	47.7
Total		231	100.0

Data Analysis

Statistical Package for the Social Sciences 22 (SPSS) was used to determine whether significant differences existed between the quality of teachers and effective classroom management, the quality of teachers and the attainment of educational objectives, and the challenges of classroom management and attainment of educational objectives. The data set created a varied range of statistical analysis: mean, SD, One-Way Analysis of Variance (ANOVA) (F), and t -test (t) analyses. ANOVA was employed to examine relationships between the quality of teachers and effective classroom management, and the quality of teachers and the attainment of educational objectives (Hypotheses 1 and 2). The t -test was used to determine whether correlation of classroom management challenges is significantly higher than attainment of educational objectives (Hypothesis 3).

The instrument reliability test was in agreement with reliability theory (Cronback, Gleser, Nanda, & Rajarratnam, 1972). Reliability test was used to determine the percentages of variance in the distribution of scores obtained (Briggs et al., 2014; Kpolovie, 2010). Thus, the internal consistency of the instrument was investigated by Cronbach's alpha coefficients and an estimate of .726 (pre-test) and .782 (post-test) was achieved.

RESULTS AND DISCUSSION

Research Question 1, 2 and 3

This study first aimed at determining whether significant difference exists in the pretest and posttest scores of the quality of teachers and effective classroom management, the quality of teachers and the attainment of educational objectives, and the challenges of classroom management and attainment of educational objectives. The descriptive statistics (mean and SD) scores are presented in Table 2.

The pretest and the posttest scores for the quality of teachers and effective classroom management were (mean = 24.57; SD = 6.31) and (mean = 24.91; SD = 6.48) respectively shows that the respondents hold that both the pretest and posttest results revealed that the quality of teachers affects the effectiveness in classroom management because differences was not found in their means.

The pretest and posttest scores for the quality of teachers and the attainment of educational objectives showed that the pretest mean (26.51) and standard deviation (6.14), and the posttest mean (27.03) and standard deviation (6.44) was not significantly different. Thus, the quality of teachers affects the attainment of educational objectives.

The pretest mean score of the participants on the challenges of classroom management on the attainment of educational objectives revealed similar results (26.50; SD = 6.23), while the posttest scores revealed an approximate equal score (mean = 26.89; SD = 6.34). Overall, there was no significance difference in the mean rating of respondents' pretest scores and posttest score.

Table 2: Mean and Standard Deviation of differences between the quality of teachers and effective classroom management, the quality of teachers and the attainment of educational objectives, and the challenges of classroom management and attainment of educational objectives

Variables	n	Pretest		Posttest	
		\bar{x}	SD	\bar{x}	SD
The quality of teachers/Classroom management	231	24.57	6.31	24.91	6.48
The quality of teachers/ Educational objectives	231	26.51	6.14	27.03	6.44
Challenges/ educational objectives	231	26.50	6.23	26.89	6.34

Hypotheses 1 and 2

To test hypotheses 1 and 2, an ANOVA statistics was conducted. The ANOVA analysis was aimed at determining if the quality of teachers significantly affects classroom management and the attainment of educational objectives using the respondents' answers. The variables were measured as they appeared in the questionnaire.

The results showed that there are significant relationships between the quality of teachers and classroom management and the attainment of educational objectives. SPSS version 22 displayed it as $p < .000$ and $p < .001$ significant levels, respectively for quality of teachers and classroom management and attainment of educational objectives. This does not mean that the probability is 0; but it is less than .0005. Table 3 shows the F-value 26.957 for the quality of

teachers and classroom management, and the F-value 10.747 for the quality of teachers and the attainment of educational objectives. This means that the quality of teachers affects both classroom management and the attainment of educational objectives.

Table 3: ANOVA Analysis of the quality of teachers and the attainment of educational objectives, and the challenges of classroom management and attainment of educational objectives

		ANOVA				
		Sum of Squares	Df.	Mean Square	F	Sig.
<i>Quality of teachers / Educational OBJs</i>	Between Groups	13.867	1	13.867	26.957	.000
	Within Groups	140.945	230	.514		
	Total	154.812	231			
<i>Challenges / Educational OBJs</i>	Between Groups	8.062	1	8.062	10.747	.001
	Within Groups	205.546	230	.750		
	Total	213.609	231			

Hypothesis 3

Data from the *t*-test analysis aimed at testing whether significant effect exists between challenges of classroom management and the attainment of educational objectives as presented in Table 4 revealed significant effect. The results showed significance at ($t = 84.645, p < = .000$).

Examining the results in terms of effect, the respondents were of the opinion that rules and regulations are no longer obeyed, examination malpractices is on the increase, cases of cultism, and drug abuse are recorded every day. Schools are been closed down due to cult related activities in the communities, which has kept all the teachers and pupils at home for fear of being killed, robbed, raped and kidnapped. Thus, such situation does not guarantee achievement of the educational objectives.

Table 4: T-test analysis of the challenges of classroom management and the attainment of educational objectives

	Mean differences	t	df	Sig. (2-tailed)
Challenges/Educational objectives	3.38043	84.645	230	.000

Df = N -1; Significant level = .05

CONCLUSION

This study evaluated the quality of teachers and effective classroom management, the quality of teachers and the attainment of educational objectives and the challenges of classroom management and attainment of educational objectives. The study brought to light that classroom management is an important function of effective teachers. It actually contributes to some extent to the attainment of educational objectives of primary education. Therefore, teachers are expected to be qualified and adequate in the primary schools to be able to effectively contribute to the achievement of the goals of primary education.

Educational facilities were also noted as factors that affect classroom management, because no matter how qualified a teacher may be, he still needs a conducive classroom with all the features of a good classroom to enhance teaching and learning.

The government, parents, teachers and all stakeholders in primary education must learn to instill and maintain discipline among pupils at the foundation level of the educational system for a better tomorrow.

Recommendations

The following recommendations are made:

- The employment of teachers in the primary schools should be based on technical qualification;
- Those that are already in the system should periodically be sent for staff development programmes;
- Government should adequately provide educational facilities for effective teaching and learning to take place in the primary schools;
- The government, schools authority and parents should learn to inculcate discipline at these early stage of our children lives by teaching them good morals;
- The supervisory department of the UBE board should stand to their responsibilities in ensuring that primary schools are sited in a conducive environment before approval is given.

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