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

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Abstract
This study centered on Teacher's Perception of Classroom Management Effectiveness in Ondo State Secondary Schools in Nigeria, with regards to students' knowledge effectiveness, content knowledge effectiveness context knowledge effectiveness, pedagogical knowledge effectiveness and Teachers' personality effectiveness. The research design is a descriptive survey type. A self constructed instrument titled, Teachers' Perception of Classroom Management Effectiveness Descriptive Questionnaire" (TPCMEDQ) with a reliability coefficient of 0.78 which was used to answer the only research question and test the hypotheses formulated. Mean scores and t-test were used to analyze the data collected. The results revealed a significant difference in the teachers' perception of classroom management effectiveness between public and private secondary schools in Ondo State, Nigeria. They vary as to extent of students' knowledge effectiveness content knowledge effectiveness, pedagogical knowledge effectiveness and Teachers' personality effectiveness. The study further showed that significant difference occurs between the male and female teachers' perception of classroom management effectiveness in secondary schools in Ondo State, Nigeria. From the findings, it was recommended that Government should ensure that approval to operate is granted to would- be private school proprietors/proprietress on the conditions that sufficient qualified staff (Teaching and non-Teaching), conducive classroom space, facilities and materials, and the right context are provided. Also, teachers should be autonomous, creative and flexible but guided by clear objectives and professional ethics in his/her classroom management roles.

Keywords: classroom management, student knowledge effectiveness, content knowledge effectiveness, context knowledge effectiveness, pedagogical knowledge effectiveness, teachers' personality effectiveness

INTRODUCTION

The ability to manage classroom effectively is increasingly becoming a fundamental need in any quest for effective teaching and learning in the causally unrelated multi-product school industry, globally. In Nigeria the urge is about the same as the issue of classroom management effectiveness has become crucial, ubiquitous, and recurring in educational discourse due to the linkages of a well managed classroom with effective learning. Effective teaching and learning can hardly be noticed in a poorly managed classroom. A well managed classroom requires a teacher who is characterized by high knowledge of content, context, pedagogy and personal discipline (Clark and Walsh, 2002). Ogunnu, (2000) opines that the success of classroom management effectiveness is dependent on teacher's personal attributes evident in his or her standard of impeccable ethical and social conduct.

CLASSROOM MANAGEMENT

Even though the word "Classroom Management" forms a popular educational vocabulary in Nigeria, its precise connotation in application in Nigerian Secondary Schools appears deficient and unsatisfactory. Different teachers seem to operate with different views about what classroom management effectiveness ought to be, without identifiable common classroom management components. A scholarly X-ray of classroom management effectiveness of teachers of Ondo State Secondary Schools from the perspective of teachers therefore becomes apposite and germane. This is in view of the fact that the secondary school occupies a strategic place in Nigerian education, system by providing the link between the primary school which is the foundation and the apex tertiary education Section five (5) of National Policy of Education in (Federal Government of Nigeria, FGN, 2004) highlights eight (8) specific aims of secondary education which point to the national hope for socio-political, economic and technological development through Secondary education thus:

- Provide all primary school leavers with the opportunity for education at a higher level irrespective of sex, social status religious or ethnic background;
- Offer a diversified curriculum to cater for the differences in talents, opportunities and future roles;
- Provide a trained manpower in the applied science, technology and commerce at the sub-professional grades;
- Develop and promote the Nigerian Languages, art and culture in the context of the world's cultural heritage;
- Inspire its students with a desire for self improvement and the achievement of the excellence;
- Foster national unity with an emphasis on the common ties that unite us in our diversity;
- Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens and
- Provide the technical knowledge and the vocational skills necessary for agricultural, industrial, commercial and economical development.

Considering the huge responsibilities behoves on the secondary schools in nation's quest for socio-economic and technological development, effective classroom is therefore required for the students to study enthusiastically for the attainment of national aspiration. The teachers role is therefore not limited to " talking and chalking" as is loosely said in typical Nigeria society. The teacher on the other hand is not only a planner of classroom activities, but also a role model and a manager of instructional materials. According to Alimi, Alabi and Ehinola (2011), teachers are indispensable change agents who must navigate their school structures, nurture relationships and lead their students to success as role models through collaborative efforts with the students and their significant others. A scholarly X-ray of Classroom management effectiveness of teachers of Ondo State, Nigeria Secondary Schools from the perspective of teachers therefore becomes apposite and germane.

STATEMENT OF THE PROBLEM

The intense interest in classroom management effectiveness in Ondo state, Nigeria Secondary Schools is motivated by several compelling factors. One of the factors is the observed unconducive conditions of some of the classrooms in some public and private secondary schools in the state. Another is the increasing complaints in the national dailies, learned journals and books on the problems of poor reading culture, examination malpractices and cultism in Nigerian Secondary schools. Moreover, scholars like Jimoh and Akinrolabu (2011) have discovered that the academic decadence experienced in Nigerian higher institutions is attributable to the weak foundation level from secondary schools. Most parents are thus, confused on which school to send their children.

PURPOSE OF THE STUDY

The study provides research and recommendations regarding teachers' perception of classroom management effectiveness in public and private secondary schools in Ondo State, Nigeria from the following critical classroom management components: Students knowledge effectiveness, content knowledge effectiveness, context knowledge effectiveness context pedagogical knowledge effectiveness and Teacher's personality effectiveness.

SIGNIFICANT OF THE STUDY

The findings from this study could be of vital importance to the Nigerian secondary schools in the quest towards evolving a threat free classroom environment where effective teaching and learning can be ensured for sustainable development of the country.

RESEARCH QUESTION

1 To what extent is classroom management effectiveness according to school type and gender?

RESEARCH HYPOTHESES

1 There is no significant difference in the teachers' perception of classroom management effectiveness between public and Private Secondary Schools in Ondo State, Nigeria.

2 There is no significant difference between the male and female teachers' perception of classroom management effectiveness in Ondo State Secondary Schools.

METHODOLOGY

Descriptive survey research design was employed as a method of collecting data for this study. The population comprised all the teachers of the 298 re-articulated Public Secondary Schools and 315 Government approved Private Secondary Schools in Ondo State, Nigeria. (Education Management Information System, EMIS 2013) Purposive and Stratified Sampling Techniques were used. Teachers were stratified according to school type gender, location and area of discipline. A total of 72 Secondary Schools were sampled across the 18 Local Governments in Ondo State with each local government represented by 2 public secondary schools and 2 private secondary schools, 4 teachers were sampled from each school drawn from Arts Social Science and Vocational and Technical with gender balancing, thus a total of 288 respondents comprising 144 males and 144 females were selected.The Questionnaire used was titled Teachers' Perception of Classroom Management Effectiveness Descriptive Questionnaire (TPCMEDQ). The instrument was validated by the experts in educational management department of Adekunle Ajasin University Akungba Akoko. The reliability was determined in the pilot testing among some selected teachers in the secondary schools in Ogun State, Nigeria and their responses were analysed using pearson moment correlation wish a reliability coefficient of $r = 0.78$.

RESULT

Research Question

1 To what extent is classroom, management effectiveness according to school type and gender?

Table 1 shows the extent of classroom management effectiveness according to the school type. The mean ratings of respondents from public secondary schools were positive in the components of content knowledge effectiveness, pedagogical knowledge effectiveness and Teacher's personality Effectiveness with the mean ratings of 2.5, 2.6 and 2.7 respectively while Students knowledge effectiveness and context knowledge effectiveness had negative mean rating of 1.9 and 2.3 respectively. However, in the private secondary schools classroom management effectiveness were positive only in the components of student knowledge effectiveness with the accurate of 2.6 and negative in all other classroom management effectiveness components.

Table 1: Classroom Management Effectiveness by School Type

Classroom Management Effectiveness components	School Type	SA 4	A 3	D 2	SD 1	X	Decision rule
Students Knowledge Effectiveness	Public	40	78	266	192	1.9	
	Private	124	226	104	122	2.6	
Content Knowledge effectiveness	Public	108	220	112	136	2.5	
	Private	80	195	186	115	2.4	
Context Knowledge Effectiveness	Public	82	174	201	119	2.3	2.5
	Private	80	184	178	134	2.3	
Pedagogical Knowledge Effectiveness	Public	127	217	121	111	2.6	
	Private	57	190	191	138	2.3	
Teacher's Personality Effectiveness	Public	130	228	110	108	2.7	
	private	54	180	204	138	2.3	

Source: Fieldwork, 2013.

Table 2: Classroom Management Effectiveness by Gender

Classroom Management Effectiveness components	**Gender**	**SA 4**	**A 3**	**D 2**	**SD 1**	**X**	**Decision rule**
Student Knowledge Effectiveness	Male	56	62	244	214	1.9	2.5
	Female	108	242	126	100	2.6	
Content Knowledge effectiveness	Male	120	242	95	119	2.6	
	Female	118	200	169	89	2.6	
Context Knowledge Effectiveness	Male	88	170	198	120	2.4	
	Female	74	188	181	133	2.4	
Pedagogical Knowledge Effectiveness	Male	98	201	154	123	2.7	
	Female	86	206	158	126	2.6	
Teacher's Personality Effectiveness	Male	58	192	192	134	2.3	
	Female	126	216	122	112	2.6	

Source: Fieldwork, 2013

Table 2 shows that the mean ratings of male respondents with regard to student knowledge effectiveness, content knowledge effectiveness context knowledge effectiveness, pedagogical knowledge effectiveness and Teacher's personality effectiveness were 1.9, 2.6, 2.4, 2.7 and 2.3 respectively while those of the females were 2.6, 2.6, 2.4, 2.6, and 2.6 respectively, indicating a high extent of classroom management effectiveness in all the components except in the context knowledge by the female teachers while male teachers had high extent of classroom management effectiveness in content and pedagogical knowledge. But negative mean rating, indicating low extent of classroom management effectiveness in student knowledge effectiveness and Teachers personality effectiveness.

Hypothesis 1

There is no significant difference in the teachers' perception of classroom management effectiveness between public and private secondary schools in Ondo State, Nigeria.

Table 3: Summary of difference of Teachers' Perception of Classroom Management Effectiveness in Public and Private Secondary Schools in Ondo State, Nigeria

Source of variation	**N**	**Mean**	**SD**	**DF**	**t- Cal**	**Sig**
Public	40	144.00	54.66	39	16.66	0.000
Private	40	1.50	.5064			

Source: Fieldwork, 2013.

From Table 3, t-cal 16:66 > t-val 0.000 at 0.05 level of significance. This indicates that there is a significant difference in the teachers' perception of classroom management effectiveness between public and private secondary schools in Ondo State Nigeria. Thus the hypothesis is rejected.

Hypothesis 2

There is no significant difference between the male and female teachers' perception of classroom management effectiveness in Secondary Schools in Ondo State, Nigeria.

Table 3: Summary of Difference in Teachers' Gender Perception of Classroom Management effectiveness in Secondary Schools in Ondo State, Nigeria

Source of variation	**N**	**Mean**	**SD**	**DF**	**t- Cal**	**Sig**
Male	20	144.00	59.76	38	1.547	.221
Female	20	144.00	47.95			

Source: Fieldwork, 2013.

From table 3, the t-cal of 1.55 obtained as shown in Table 3 is higher than the t-cal of .221 at p< 0.05 level of significant. As such, the hypothesis is rejected, this indicates that there is a significant difference between the male and female teachers perception of classroom management effectiveness in secondary schools in Ondo State, Nigeria.

DISCUSSION OF RESULTS

The major thrust of this investigation was to examine teachers' perception of classroom of management effectiveness in Ondo State Secondary Schools with regard to the following five components of classroom management effectiveness. 1, Student knowledge effectiveness, 2 Content knowledge effectiveness, 3. Context knowledge effectiveness, 4 pedagogical knowledge effectiveness, and 5 Teachers' personality effectiveness. The public secondary schools manifested high extent of classroom management effectiveness in the aspect of Content knowledge, Pedagogical knowledge and Teachers' personality while the private secondary school showed high classroom management effectiveness only in the aspect of Student, knowledge Granted that classroom management effectiveness is the high-way to students' success (Everton *et al*, 2006; Cowley,2007, Oliver & Reschy, (2007) this study then contradicts Coleman, Hoofer and Kilgore (1981) who discovered a relative advantage of private schools over public schools with respect to student academic achievement.

In the same vein, Gender variation occurs in the extent of classroom management effectiveness with regard to students knowledge effectiveness and Teachers personality effectiveness, where the female teachers demonstrated high extent. However, both sexes manifested low extent in the aspect of context knowledge effectiveness. This may be due to the variation that characterizes students' learning contexts both within and between public and private secondary schools from community to community.

Equally, the result from the first hypothesis revealed a significant difference in the teachers' perception of classroom management effectiveness from public and private secondary schools in Ondo State. This finding is in congruence with Ojerinde's (2011) observation that private secondary schools are inferior to public secondary schools in Nigeria secondary because most of the teachers of private secondary schools are professionally unqualified and are deficient in content knowledge, pedagogical knowledge and integrity.

CONCLUSION

The study showed that variation occurs in the extent of classroom management effectiveness between Ondo State Public and Private secondary schools. The study also found that there is significant difference between the male and female teachers' perception of classroom management effectiveness in public and private secondary schools in Ondo State.

RECOMMENDATIONS

Based on the results obtained from the investigation, the following recommendations are made.

- ❖Government should ensure that approval to operate is granted to would - be private school proprietors/proprietresses on the condition that sufficient qualified staff (teaching and non teaching), conducive classroom space and materials and the right context are provided.
- ❖Government should regularly monitor the activities of the teachers in their classroom operation with the motive of rewarding the excellent ones, assisting those requiring assistance and sanctioning the bad eggs in time.
- ❖ Government should see proprietors of private secondary schools as partner in progress and therefore should reciprocate their partnering effort by providing them with assistance in form of subsidiary grants instead of levying them through tax or annual dues as though the schools are all out for economic profiteering rather than for philanthropic or altruistic motive. This will enable them to have some reserves to employ qualified staff and provide the needed instructional materials for school growth and development.
- ❖ Teachers should be autonomous, creative and flexible but guided by clear objective and professional ethics in his/her classroom management roles.

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