

Teachers' Work Environment as Correlate of Classroom Management in Ekiti State Government Secondary Schools

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Abstract

This paper examined the teachers work environment and classroom management in Ekiti State Government Unity Schools. A descriptive research design of the survey type was adopted for the study. The study population consists of all secondary school teachers in the 4 government unity schools in Ekiti State. In all, 80 respondents were selected using random sampling techniques. A self-designed instrument tagged Teachers Work Environment and Classroom Management Questionnaire (TWECMQ) was used to elicit relevant information from the respondents. The data collected were analyzed using frequency count and percentage. The study revealed that teachers work environment in terms of provision of physical facilities, motivation and teachers-students relationship were not adequate and encouraging to enhance better classroom management. Based on the findings, it was recommended that the management of the schools, that is the government, parents and other education stakeholders should make teachers work environment more conducive by giving more attention to the provision of physical facilities, motivation and teacher-student relationship in order to facilitate better classroom management.

Keywords: teachers work environment, correlate, classroom management, government unity secondary schools

INTRODUCTION

The classroom management refers to some forms of arrangement and coordination that go on in the classroom. Whenever activities are not organized, there will be confusion and chaos. It is not likely that the activity will be carried out properly. Classroom management as a concept according to Olowoye (1990), refers to the method or technique which a teacher adopts to ensure that every learner utilizes available resources and with the sole aim of achieving the goals of the school system towards learning. In the same vein, Arogundade (2009) defined classroom management as the process whereby human and material resources are organized, students motivated and inspired and a cooperative working environment created to accomplish educational objectives.

Classroom management as given by Orukotan and Oladipo (1994), involves the bringing together in a careful manner those elements which help to create a good teaching-learning conditions in a class. According to Ajayi (2004), effective teaching-learning process cannot be accomplished without good classroom management. Arising from these definitions is the fact that all activities put in place by the teacher and the school heads to ensure effective teaching-learning process in the classroom constitute what classroom management is all about. Such activities include mastery of the subject matter, making the classroom environment conducive to learning, using appropriate teaching methods,

provision of physical facilities, information services, motivation teacher-student relationship etc.

According to Afe (1995), teaching taste is done through conscious and deliberate effort, but for a teacher to carry out this conscious and deliberate effort called teaching he needs a conducive environment. In the Ekiti State Unity Secondary Schools, it has been observed that teachers have work environment devoid of required resources needed for good classroom management. However good the school performances may be if necessary resources are not there the teachers cannot perform, no matter how much they induced. Teachers work environment reflect the history of internal and external struggles, the types of people and the organizational attracts, or it work processes and physical layout, the mode of communication, motivation and the system of authority within the system (Arogundade 2008). Teachers work environment therefore is the prevailing attributes or components which can be perceived about a particular organization by individual that work there and which serve as a force influencing their job behaviour (Akwegwu, 2005). It has been observed that teachers work environment components such as physical facilities, information services, motivation and teacher-student relationship are likely to influence classroom management in Ekiti State unity secondary schools. Many research reports have shown that physical facilities influence teachers' classroom management. Asiyai (2006) defined physical facilities as the entire school plant or educational facilities such as classrooms, staffroom,

laboratories, library, audio-visual aids, electricity, water, desks, chairs, tables, storage space and others which school administrators, teachers and students may need and utilize for the smooth and efficient classroom management. Recently, despite the obvious leading roles teachers play in the classroom management towards attaining educational objectives, teachers work environment in terms of provision of physical facilities remained a serious problem. Today the teaching variables are neither sufficient nor adequate for positive teaching and learning outcomes. The teachers at times had to work under the most unsafe and unhealthy conditions like dilapidated physical buildings, out-dated libraries, stinking abandoned classroom and broken furniture.

Nwachukwu (1988) and Ogundipe (2002) in their studies pointed out that those poorly motivated teachers have less concern for effective classroom management and consequently the school goods and objectives are not wholly achieved. According to Ofoegu (2004) the problems cause by delays consistencies and errors in paying teachers salaries and other remuneration has seriously conflicted with teacher classroom activities. In any conducive work environment, teachers must be good listeners, available, approachable, source of information, paying adequate attention to student activities and trustworthy in performing their roles to yield a highly effective teacher capable of igniting a spark in the classroom (Maxwell 1998). According to Adegun (2002) most of the persistence problems and complications that bedeviled classroom management arises from either lack of information and poor capacity for information management.

The study therefore examined the impact of teachers work environment on classroom management in Ekiti State Unity Secondary Schools. The study also investigated relationship between the provision of physical facilities, motivation, and teacher-student relationship classroom management.

The following research questions were raised:

1. Is teachers work environment a constraint to classroom management in Ekiti State Unity Secondary Schools?
2. Is availability of physical facilities a constraint to classroom management in Ekiti State Unity Secondary Schools?
3. Is motivation relates to classroom management in Ekiti State Unity Secondary Schools?
4. Is teacher-student relationship a constraint to classroom management in Ekiti State Unity Secondary Schools?

METHODOLOGY

This study adopted a descriptive research of the survey type. The population consist of all teachers in the four government Unity secondary school in Ekiti State. In all 80 teachers were selected using random sampling techniques. A self-designed instrument tagged “Teachers Work Environment and Classroom Management Questionnaire” (TWECMQ) was used to elicit relevant information from the respondents. The instrument had two sections, A and B. section A sought background information about the respondents while section B contained items on teachers work environment and classroom management in government unity secondary schools. The respondents were asked to indicate their agreement or disagreement on the items in the questionnaire based on teacher teaching experiences.

The instrument was validated by experts in curriculum and test and measurement. The instrument was also pilot-tested using a sample of 30 teachers who were not included in the sample that were finally drawn. The instrument was administered on them twice within the interval of two weeks. The scores from the two sets of responses were correlated using Pearson product moment correlation. The result yielded a reliability coefficient of 0.79. The data were analyzed using simple frequency counts and percentage for easy comprehensibility for the subjects of the study.

RESULTS

Research Question 1: Is teachers’ work environment a constraint to classroom management in Ekiti State Unity Secondary Schools?

Table 1: Relationship between teachers work environment and classroom management

S/N	Items	Agree	%	Disagree	%
1	Lack of Conducive environment hinders effective classroom management	62	77.5	18	22.5
2	Lack of teachers commitment affects classroom management	54	67.5	26	32.5
3	Abnormal class-size affects classroom management	59	73.7	21	26.3
4	Inadequate school supervision by inspectors affects classroom management	19	23.7	61	76.3
5	Poor mastery of subject matter affects classroom management	55	68.7	25	31.3
6	Lack of relevant information affects classroom activities	60	75	20	25
	Average		64.4		35.6

Table 1 shows that up to 77.5% of the respondents agreed that lack of conducive environment hinders effective classroom management in Ekiti State Unity Secondary Schools while 67.5% indicated that lack of teachers' commitment affects classroom management. As many as 73.7% agreed that abnormal class-size affects classroom management while 61.3% disagreed with the notion that inadequate school supervision by inspectors affects classroom management. Also 68.7 agreed that poor mastery of subject matter affects classroom management with 75% indicating that lack of relevant information affects classroom activities. On the average, 64.4% of the respondents agreed that better teachers work environment has not been provided for effective classroom management in Ekiti state unity secondary schools.

Research Question 2: Is availability of physical facilities a constraint to classroom management in Ekiti state Unity secondary schools?

Table 2: Relationship between availability of physical facilities and classroom management

S/N	Items	Agree	%	Disagree	%
7	Poor classroom accommodation has negative effects on classroom activities	71	88.7	9	11.3
8	Insufficient Instructional materials affects classroom management	63	78.7	17	21.3
9	Inadequate Seating facilities gives room for indiscipline	60	75	20	25
10	Lack of regular supply of electricity hinders classroom management	55	68.7	25	31.3
Average			77.8		22.2

Table 2 shows that 88.7% of the respondents indicated that poor classroom accommodation has negative effect on classroom activities while 78.7% identified insufficient instructional materials as problem of classroom management. 75% of the respondents agreed that inadequate seating facilities gives room for indiscipline. 68.7 indicated lack of regular supply of electricity hinders classroom management. On the average, 77.8% of the respondents agreed that successful classroom management depends on availability of physical facilities. Hence, availability of physical facilities was inadequate.

Research Question 3: Is motivation relates to classroom management in Ekiti state Unity secondary schools?

Table 3: Motivation and Classroom Management

S/N	Items	Agree	%	Disagree	%
11	Lack of Inservice teacher's education to improve skill development affects classroom management	48	60	32	40
12	Poor remuneration of teachers affects classroom management	51	76.2	19	23.8
13	Teaching as a profession has not been encouraged to enhance better delivery	56	70	24	30
Average			68.7		31.3

Table 3 shows that 60% of the respondents indicated that lack of inservice teacher education to improve skill development affects classroom management while 76.2% agreed that poor remuneration of teachers affects classroom management. 70% indicated that teaching as a profession has not been encouraged to enhance better delivery on the average, 68.7% of the respondents agreed that teachers are not motivated towards successful classroom management

Research Question 4: Is teacher-student relationship a constraint to classroom management in Ekiti state Unity Secondary Schools?

Table 4: Teacher-Student relationship as a constraints to classroom management

S/N	Items	Agree	%	Disagree	%
14	Inadequate Student attention affects classroom management	55	68.7	25	31.3
15	Lack of Cordial relationship between teacher and student affects classroom activities	60	75	20	25
16	Lack of involvement of students in decision making process affects classroom activities	47	58.7	33	41.3
Average			67.5		32.5

Table 4 shows that 68.7% of the respondents agreed that inadequate student attention affects classroom management while 75% indicated that lack of cordial relationship between teacher and student affects classroom management. 58.7% of the respondents agreed that lack of involvement of students in decision making process affects classroom activities. The overall average revealed that 67.5% of the respondents indicated that teacher-student relationship was a constraint to classroom management in Ekiti state Unity secondary school.

DISCUSSION

The study revealed that better teacher's work environment has not been provided for effective classroom management in Ekiti state Unity secondary schools. This finding appears to negate Afe (1995) who asserted that for a teacher to carry out the conscious and deliberate efforts called teaching, he needs a conducive environment.

The study showed that an inadequate physical facilities is one of the major constraints confronting effective classroom management. This was in line with Asiyai (2006) who emphasized that despite the obvious leading roles teachers play in the classroom management towards attaining educational objectives teachers work environment in terms of provision of physical facilities remained a serious problem, a teacher at times, had to work under the most unsafe and unhealthy conditions like dilapidated buildings, out-dated laboratories, stinking abandoned classroom, broken furniture, storage space and others which school administrators, teachers and students harness and utilize for the smooth and efficient classroom management.

The study also revealed that teachers were not motivated towards ensuring better classroom management. This is in agreement with Nwachukwu (1988); Ofoegu (2004) and Ogundipe (2002) that poorly motivated teachers have less concern for effective classroom management and consequently the school goals and objectives are not wholly achieved.

The study showed that poor teacher-student relationship is a constraint to effective classroom management. The study was in line with Adegun (2002) that lack of information and poor capacity for information management bedeviled classroom management and the findings also negates that of Maxwell (1998).

CONCLUSION AND RECOMMENDATION

The teacher's work environment in terms of conducive environment, provision of physical facilities, motivation and teacher-student relationship are confronted with barrages of problems that renders classroom management ineffective in Ekiti state Unity secondary schools.

Based on the results of this study, the following recommendations were made to enhance better teacher's work environment and effective classroom management. It was recommended that:

1. The state government and other education stakeholders should pay adequate attention to the conduciveness of teacher's work environment that will enhance better classroom management.
2. Adequate provision of physical facilities like classrooms, furniture, instructional materials,

supply of water and electricity and others should be provided.

3. Teachers should be well motivated and remunerated to meet the demands of their job.
4. Teacher-Student relationship should be made cordial to enhance better classroom management.

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