

## ASSESSMENT OF CLASSROOM MANAGEMENT IN PUBLIC SECONDARY SCHOOLS IN LAGOS STATE. IMPLICATION FOR QUALITY ASSURANCE

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### **Abstract**

The paper examined Classroom management in selected public secondary schools in Lagos State. Five research questions and five research objectives guided the study. A descriptive survey research design was employed for the study. The sample size of the study was 500 participants consisting of teachers and head teachers. A research Instrument titled “Assessment of Classroom Management Questionnaire (ACMQ)” was the instrument used for data collection. Data collected was analyzed using mean and standard deviation. One of the findings from the study revealed that poor classroom management threaten students’ safety, is a major source of stress and distraction for teachers, waste teaching time, interference with students’ progress and graduation, and also leads to chaotic classrooms where students are disengaged and inattentive. It was recommended that teachers should employ instructional strategies that facilitate optimal learning by responding to the academic needs of students both individually and collaboratively.

**Keywords:** Assessment, Classroom management, Quality Assurance.

### **Introduction**

School just like any other organisation is aimed at effective and efficient management of available resources for attainment of educational goals and objectives. Thus, with regards to attainment of educational objectives, teachers perform some of the most critical and challenging roles and one of such important roles is classroom management and control. This is because all policies of the school regarding teaching and learning are implemented in the classroom. Thus, classroom is the meeting point of teachers and students and it is equally the avenue where curriculum content is implemented and students’ character are molded. Classroom management is considered as a process through which teachers shape and maintain good behaviour of students during teaching and learning process (Kratchowil, DeRoos & Blair, 2013).

Similarly, Wong and Wong (2005) see classroom management as anything that create effective students learning in the classroom. In the words of Ali (1997) cited in Mahuta (2018) classroom management simply means organizing, coordinating, controlling and monitoring non-academic activities that are of paramount importance to effective teaching and learning in the classroom environment.

In an effort to effectively manage classrooms teachers make use of a variety of corrective strategies depending on the type of conduct or behaviour exhibited by the learners. Some teachers reported that, they ignored students’ misbehaviour as a strategy to deter it (Smart & Igo, 2010). Verbal praise is also used as a method of dealing with disruptive behaviour of students (Smart & Igo, 2010), or praise

to reinforce and encourage positive behaviour (Reinke, Herman & Stormont, 2012). Increased use of praise and decrease in using negative remarks work well in controlling students' misbehavior (Leflot, VanLier, Onghena & Colpin, 2010). Other strategies include effective feedback, student-teacher mutual communication and interactions, clear and consistent classroom rules and expectations (Mahvar, Farahani, & Aryankhesal, 2018). Corporal punishment is also another strategy which teachers use to deter bad behavior. However, some of these strategies can be more effective than others.

It has equally been observed that teachers provide clear expectations to guide students concerning what is expected of them and how to react or act in a specific situation for their own safety and that of others, so as to ensure a sense of responsibility. The teachers also show behavior expectations through their character as role model (Niwaz, Khan, & Naz, 2021). Furthermore, teachers also minimize students' frequency of misbehavior by keeping them busy with academic activities in the classrooms (Gaskill & Gaskill, 2010).

Indeed, it's of paramount importance that teachers should have the capacity to understand the nature and possible cause of any disruptive students' behavior and be able to use effective classroom management and control measures to curtail it. This is because effective classroom management is more than just administering corrective measures when students misbehave but about developing proactive measures to prevent problems from occurring in the first place while at the same time creating an enabling environment for teaching and learning to thrive. Thus, teachers' ability to effectively manage his/her classroom to a large extent depends on his/her ability to use varied classroom management strategies to control students' behavior towards effective teaching and learning. Findings from the work of Ogbinaba and Marvelous (2015) indicated a significant relationship between classroom management techniques and students' academic performance. This means that students thrive in a positive environment in which they feel safe, cared for and involved. Therefore, classroom management represents establishing rules to organize and guide class activities while promoting good students conduct. Marzona and Marzona (2003) argued that, the key to high students' achievement is classroom management because students do not learn well in a poorly managed classroom. Spencer (2018) also opined that classroom management is when a teacher exhibits complete control over their classroom through a series of strategies and techniques that encourage positive students' behavior while poor classroom management is a setting where students are disruptive, disengaged and teachers aren't listened to.

Indeed, many scholarly works have established that the way teachers manage classroom affairs can have an influence on teaching and learning process. It has been observed that, most public secondary school teachers are not managing their classrooms properly. The teacher- student relationship is not quite encouraging while some teachers are said to show non-challan attitude towards students' disruptive behavior in the classroom. Equally observed is that, some of the newly recruited teachers seem unprepared when it comes to classroom management skills. In some classes chaos is the order of the day, equally observed is poor class arrangement which contribute to noise making and other forms of deviant behavior thereby, limiting the attention span during lesson. All Those issues contribute to students' poor academic performance and high rate of disciplinary issues recorded on a daily basis. Furthermore, it was equally observed that children in secondary classes are mostly at the peer group age, having several teenagers that are emotionally unstable and socially disturbed due to restrictions from parents, elders, teachers etc. as such, they create a lot of problems in the schools (Niwaz, Khan & Naz (2021). Teachers also reported being overloaded with students' disruptive behavior such as fighting, hostility, use of abusive language and bullying (Semali & Vemilia, 2016

in Niwaz, Khan & Naz 2021). Students also complains about their teachers' harsh punishment and aggressiveness in controlling students' misconduct.

Those problems highlighted and many other issues make the classroom atmosphere uncondusive for teaching and learning to thrive. Thus, the thrust of the paper is to examine classroom management in some selected public secondary schools in Lagos state: implication for quality assurance.

### **Research Objectives**

The specific objectives of the study are to:

1. Find out the types of classroom disruptive behavior of students in some selected public secondary schools in Lagos State.
2. Discover the causes of poor classroom management in some selected public secondary schools in Lagos State.
3. Determine the consequences associated with poor classroom management in some selected public secondary schools in Lagos State.
4. Discover the classroom management strategies used by teachers of public secondary schools in Lagos State.
5. Determine effectiveness of the classroom management strategies used by teachers in promoting teaching and learning in public secondary schools in Lagos State.

### **Methodology**

A descriptive research design was employed for the study. The target population of the study was 5000 participants consisting of head teachers and teachers drawn from 50 public secondary schools in Lagos State. Research advisor (2006) was used to determine the required sample size of the study which recommended a sample size of 500 participants. Stratified random sampling technique was used in selecting sample size of the study while proportionate sampling technique was used to determine sample size required from each school. Structured questionnaire titled "Assessment of Classroom Management Questionnaire (ACMQ)" was the instrument used for data collection. The face validity of the instrument was ascertained by experts in measurement and evaluation from the Department of Educational Foundations, Usmanu Danfodiyo University Sokoto. Cronbach alpha method was used to determine the internal consistency of the instrument and a reliability coefficient of 0.78 was obtained. Data collected was analyzed using frequency accounts, percentages, mean and standard deviation and result from the analysis were presented on tables.

### **Results**

Result from the data analysis and answer to the research questions are presented on tables and discussed as follows:

**RQ1:** What are the types of students' classroom disruptive behaviour in selected public secondary schools in Lagos State?

The answer to this research question was presented in table 1 below.

**Table 1: Types of students’ classroom disruptive behaviour in selected public secondary schools in Lagos State.**

S/N	Item statements	N	Mean	Std. Dev.	Decision
1.	Fighting in the classroom	500	3.11	0.80	Accepted
2.	Defiance and noncompliance with teachers’ instructions	500	3.04	0.79	Accepted
3.	Bullying	500	2.79	0.83	Accepted
4.	Noise making	500	3.13	0.82	Accepted
5.	Distracting attention of other learners	500	3.20	0.73	Accepted
<b>Average</b>		<b>500</b>	<b>3.05</b>	<b>0.79</b>	<b>Accepted</b>

Table 1 above is a summary of descriptive statistics of mean and standard deviation conducted to assess participants’ perception of the types of students’ classroom disruptive behaviour in selected public secondary schools in Lagos state, Nigeria. The data analysis revealed an average response mean score of 3.05 (N=500, Mean=3.05, SD=0.79) indicating that all the suggested causes of classroom disruptive behavior identified in the instrument were accepted to be the types of student disruptive behavior in selected public secondary schools in Lagos state, Nigeria. The analysis further revealed that students of public secondary schools in Lagos state exhibit certain types of classroom disruptive behavior as identified by the participants in the study and the results from the findings are presented from the highest to the lowest in order of hierarchy as follows Distracting the attention of other learners (Mean=3.20, SD=0.73), Noise making (Mean=3.13, SD=0.82), Fighting in the classroom (Mean=3.11, SD=0.80), Defiance and noncompliance with teachers’ instructions (Mean=3.04, SD=0.79), Bullying (Mean=2.79, SD=0.83).

**RQ2:** What are the causes of poor classroom management in selected public secondary schools in Lagos State?

The answer to this research question was presented in table 2 below.

**Table 2: Causes of poor classroom management in selected public secondary schools in Lagos State**

S/N	Item Statements	N	Mean	Std. Dev.	Decision
6.	Overcrowded classrooms	500	3.13	0.82	Accepted
7.	Deteriorating relationship between teachers & teachers	500	2.80	0.90	Accepted
8.	Teachers aggressiveness & harsh punishment	500	2.79	0.83	Accepted
9.	Lack of rules, routine & adequate preparation	500	3.16	0.96	Accepted
10	Lack of adequate teacher preparation and professional development	500	3.00	0.75	Accepted
<b>Average</b>		<b>500</b>	<b>2.97</b>	<b>0.85</b>	<b>Accepted</b>

Table 2 above is a summary of descriptive statistics of mean and standard deviation conducted to assess participants’ perception of the causes of poor classroom management in selected public secondary schools in Lagos state, Nigeria. The data analysis revealed an average response mean score of 2.97 (N=500, Mean=2.97, SD=0.85) indicating that all the suggested causes of poor

classroom management identified in the instrument were accepted to be the causes of poor classroom management in selected public secondary schools in Lagos state, Nigeria. The analysis further revealed that public secondary schools in Lagos state are seriously challenged by poor classroom management as identified by the participants in the study and the results from the findings are presented from the highest to the lowest in order of hierarchy as follows Lack of rules, routine & adequate preparation (Mean=3.16, SD=0.96) Overcrowded classrooms (Mean=3.13, SD=0.82), Lack of adequate teacher preparation and professional development (Mean=3.00, SD=0.75), Deteriorating relationship between teachers & teachers (Mean=2.80, SD=0.90), Teachers aggressiveness & harsh punishment (Mean=2.79, SD=0.83).

**RQ3:** What are the consequences associated with poor classroom management in selected public secondary schools in Lagos State?

The answer to this research question was presented in table 3 below.

**Table 3: Consequences of poor classroom management in selected public secondary schools in Lagos State**

S/N	Item Statements	N	Mean	Std. Dev.	Decision
11	Major source of stress and distraction for teachers	500	2.99	0.79	Accepted
12	Threaten students' safety	500	3.00	0.85	Accepted
13	Interference with students' progress and graduation	500	2.80	0.90	Accepted
14	Waste of teaching time	500	2.96	0.83	Accepted
15	Leads to chaotic classrooms where students are disengaged and inattentive.	500	2.73	1.10	Accepted
<b>Average</b>		<b>500</b>	<b>2.89</b>	<b>0.89</b>	

Table 3 above is a summary of descriptive statistics of mean and standard deviation conducted to assess participants' perception of the consequences of poor classroom management in selected public secondary schools in Lagos state, Nigeria. The data analysis revealed an average response mean score of 2.89 (N=500, Mean=2.89, SD=0.89) indicating that all the suggested consequences of poor classroom management identified in the instrument were accepted to be the consequences of poor classroom management in public secondary schools in Lagos state, Nigeria. The analysis further revealed that public secondary schools in Lagos state are seriously challenged by the consequences of poor classroom management as identified by the participants in the study and the results from the findings are presented from the highest to the lowest in order of hierarchy as follows Threaten students' safety (Mean=3.00, SD=0.85), Major source of stress and distraction for teachers (Mean=2.99, SD=0.79), Waste of teaching time (Mean=2.96, SD=0.83), Interference with students' progress and graduation (Mean=2.80, SD=0.90), Leads to chaotic classrooms where students are disengaged and inattentive (Mean=2.73, SD=1.10).

**RQ4:** What are the classroom management strategies used by teachers in selected public secondary schools in Lagos State?

The answer to this research question was presented in table 4 below.

**Table 4: Classroom management strategies used by teachers in selected public secondary schools in Lagos State**

S/N	Item Statements	N	Mean	Std. Dev.	Decision
16	Teachers address isolated discipline issues individually instead of punishing the entire class	500	2.89	0.95	Accepted
17	Teachers keep a friendly disposition while acknowledging in appropriate behavior	500	2.65	0.95	Accepted
18	Teachers address in appropriate or off-task behavior promptly	500	2.98	0.96	Accepted
19	Use of praise or reward for good performance	500	3.16	0.96	Accepted
20	Use of positive feedback	500	3.04	0.89	Accepted
	<b>Average</b>	<b>500</b>	<b>2.94</b>	<b>0.94</b>	

Table 4 above is a summary of descriptive statistics of mean and standard deviation conducted to assess participants' perception of the classroom management strategies used by teachers in selected public secondary schools of Lagos state, Nigeria. The data analysis revealed an average response mean score of 2.94 (N=500, Mean=2.94, SD=0.94) indicating that all the suggested the classroom management strategies used by teachers identified in the instrument were accepted to be the classroom management strategies used by teachers in public secondary schools of Lagos state, Nigeria. The analysis further revealed that public secondary schools in Lagos state use classroom management strategies to help overcome students classroom disruptive behavior as identified by the participants in the study and the results from the findings are presented from the highest to the lowest in order of hierarchy as follows Use of praise or reward for good performance (Mean=3.16, SD=0.96), Use of positive feedback (Mean=3.04, SD=0.89), Teachers address in appropriate or off-task behavior promptly (Mean=2.98, SD=0.96), Teachers address isolated discipline issues individually instead of punishing the entire class (Mean=2.89, SD=0.95), Teachers keep a friendly disposition while acknowledging in appropriate behavior (Mean=2.65, SD=0.95).

**RQ5:** How effective are classroom management strategies used by teachers in selected public secondary schools in Lagos state?

The answer to this research question was presented in table 5 below.

**Table 5: Effectiveness of classroom management strategies used by teachers in selected public secondary schools in Lagos State.**

S/N	Item Statements	N	Mean	Std Dev	Decision
21	Help create an atmosphere that promotes students learning without distraction	500	2.92	0.94	Accepted
22	Increased on-task behavior and academic engagement.	500	2.85	0.98	Accepted
23	Facilitates social and emotional development of students	500	3.04	0.89	Accepted
24	Promotes positive interaction between peers and decreases bullying	500	2.96	0.85	Accepted
25	Allows for more time focused on teaching and learning	500	2.73	1.10	Accepted
	<b>Average</b>	<b>500</b>	<b>2.90</b>	<b>0.73</b>	

Table 5 above is a summary of descriptive statistics of mean and standard deviation conducted to assess participants' perception of the effectiveness of classroom management strategies used by teachers in selected public secondary schools of Lagos state, Nigeria. The data analysis revealed an average response mean score of 2.90 (N=500, Mean=2.90, SD=0.73) indicating that all the suggested effectiveness of classroom management strategies used by teachers identified in the instrument were accepted to be the effectiveness of classroom management strategies used by teachers in selected public secondary schools of Lagos state, Nigeria. The analysis further revealed that public secondary schools in Lagos state use effective classroom management strategies to help overcome students' classroom disruptive behavior as identified by the participants in the study and the results from the findings are presented from the highest to the lowest in order of hierarchy as follows: Facilitates social and emotional development of students (Mean=3.04, SD=0.89), Promotes positive interaction between peers and decreases bullying (Mean=2.92, SD=0.94), Help create an atmosphere that promotes student learning without distraction (Mean=2.89, SD=0.95), increased on-task behavior and academic engagement (Mean=2.85, SD=0.98), Allows for more time focused on teaching and learning (Mean=2.73, SD=1.10).

### Discussion of Findings

First finding from the study revealed that the types of students' disruptive behaviour predominant in public secondary schools in Lagos State includes: students distracting the attention of other learners, noise making, fighting in the classroom, defiance and noncompliance with teachers' instructions and bullying. This finding supports the study of Semali and Vumilia, (2016) which found that teachers are being overloaded by students' disruptive behaviors such as fighting in the classrooms, hostility, use of abusive language and bullying etc. It's also in agreement with the findings from the work of Ghazi, Shahzada, Tariq and Khan, (2013) cited in Niwaz, Khan, and Naz, (2021) whose findings revealed that students complained about their teachers' aggressiveness and harsh punishments.

Second finding from this study indicated that causes of poor classroom management in public secondary schools in Lagos state are lack of rules, routine and adequate preparation, overcrowded classrooms, lack of adequate teacher preparation and professional development, deteriorating relationship between students & teachers, and teachers' aggressiveness & harsh punishment. These findings are in agreement with the findings of Nemine, Toninariya and Sele (2019) which indicated that poor seating arrangement, teachers' inability to handle disruptive behavior in the classroom, non-professionally trained teachers, lack of teacher preparation, and professional development, and ineffective teaching as the causes of poor classroom management. Therefore poor classroom management is not only as a result of students' disruptive behaviour but teachers' inadequate preparation, insufficient professional training in teaching pedagogy and aggressive approach towards students are all contributory factors.

Third finding from the study also shows that poor classroom management threatens students' safety, is a major source of stress and distraction for teachers, wastes teaching time, interferes with students' progress and graduation, and leads to chaotic classrooms where students are disengaged and inattentive. These findings support the findings of Nemine, Toninariya and Sele (2019) which indicated that poor classroom management impacts learning negatively, causes lack of concentration by students which affects their academic performance, leads to non-achievement of learning objectives and jeopardizes the quality of education. It's also in agreement with the work of Clunnies-Russ, Little and Kienluis (2008) who found that disruptive behavior can occupy time reserved for teaching which directly impacts academics and students' performance.

Fourth finding from the study revealed that teachers use of praise or reward for good performance, use positive feedback, address in appropriate or off-task behavior promptly, address isolated discipline issues individually instead of punishing the entire class and also use a friendly disposition while acknowledging in appropriate behavior. These findings confirmed the findings of Simonsen, Feirbunks, Briesch, Myers and Sugai (2008) which indicated that, teachers reinforce appropriate behavior, respond to inappropriate behavior promptly, and promotes positive relationship and interaction with students as classroom management strategies. While in confirmation Little and Akin-little (2008) reported that teachers use verbal praise, privileges, tangible reward and classroom rules and expectations as classroom management strategies. All those findings confirmed that teachers employ classroom management strategies to deter in appropriate off-task students' behavior and stimulate students' interest towards learning and also to create a positive atmosphere for teaching and learning to thrive.

Fifth finding from the study indicated that effective classroom management strategies facilitates social and emotional development of students, promotes positive interaction between peers and decreases bullying, help create an atmosphere that promotes students learning without distraction and allows for more time focused on teaching and learning. These findings are in support of the findings of Nemine, Toninariya and sele (2019) which indicated that effective classroom management enhances calm environment for effective teaching and learning, leads to achievement of instructional objectives, leads to student participation in teaching and learning, enhances students' interaction, positively impact on the effectiveness of instructional process and learning. It also confirmed the findings of Leflot, vanlier, Orghena and Calpin (2010) which revealed that effective classroom management increases on-task behavior and academic engagement. All those findings go a long way to show that classroom management is not only about measures to control students' excesses or disruptive behavior but is more of a strategy to help ensure all round development of students both in character and learning.

### **Implication for Quality Assurance**

Public secondary schools in Lagos state are challenged by students' classroom disruptive behavior and most of the disruptive behavior occurs while a teacher is facilitating instruction. Hence, teachers are spending more time on discipline than on instruction. The implication is that a school where good classroom management is lacking, there is likelihood of chaos as a result of students' disruptive behavior which if not handled properly can negatively impact the teaching-learning process. Also, the teachers share the blame for poor classroom management because teachers' attitude such as aggressiveness towards students and lack of adequate experience in classroom control and teaching pedagogy to some extent contribute a lot in supercharging an already uncondusive atmosphere. This call for the need to employ effective classroom management strategies in order to overcome consequences associated with poor classroom management so that students can achieve all round development both in character and in learning.

### **Conclusion**

Classroom management is an important integral aspect of teaching and learning that if properly handled facilitate the attainment of educational objectives. Thus, for it to serve this all important role there is need for adequate teacher preparation to ensure deployment of the right type of strategies that can serve as preventive or supportive measures in the management of students' disruptive behavior in the classroom for effective teaching and learning to take place. Indeed, teachers' pedagogical incompetence and inability to effectively control students' excesses contribute largely to poor

classroom management. Poor classroom management has significant negative consequences that if not properly addressed can hinder students' ability to excel academically. Hence, the need to employ effective classroom management strategies that can adequately help teachers overcome classroom management challenges and enhance students' chances of succeeding academically and morally.

### Recommendations

School administrators should organize or provide opportunities for teachers to attend seminars, workshops and conferences aimed at equipping them with effective classroom management skills regularly.

Teachers should employ instructional strategies that facilitates optimal learning by responding to the academic needs of students both individually and collaboratively.

Students should be involved in designing ground rules, regulations and expectations by teachers. This will go a long way in creating a sense of ownership and motivation.

Teachers should use strategies that works better in their own context rather than based on their applicability else were.

Teachers should serve as role model of emulation by students at all time.

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