Solutions to the Problems of Classroom Management in Primary Schools in Enugu North Local Government Area of Enugu State, Nigeria

Godwin Esther Ogenna

Department of Education Administration and Planning National Open University of Nigeria, Enugu Study Center

ABSTRACT

The study proffered solutions to the problems of classroom management in primary schools in Enugu North Local Government Area of Enugu State. The study adopted a descriptive survey research design. The population for the study was 761 staff currently serving in the five selected private schools in Enugu North Local Government Area in Enugu State. A sample size of 269 respondents were drawn for this study using Taro Yamane formula. Population size for the study is 269 staff of which two hundred and sixty nine copies of the instrument was distributed but two hundred and thirteen copies were retrieved from the respondents representing 79.82 percent return rate. The instrument was validated by three experts; two from Educational Management and one from Measurement and Evaluation, all from Faculty of Education, Nnamdi Azikiwe UniverityAwka. The internal consistency of the instrument was determined using the test-retest reliability estimate and it yielded a reliability coefficient of .87 for cluster 1. Data collected for this study was used to analyze the one research questions using mean, grand mean and standard deviation. The result obtained from the analysis showed that reduction of the number of pupils in a classroom, teach with appropriate instructional aids, assistant teachers should be employed to assist classroom teachers, school administrators should keep records of pupils' health as a means of solving classroom management problems; teachers should establish rules and regulations in the classroom against disruptive behaviour and seminars should be organized for teachers to learn an effective classroom management skills are the solutions to the problems of classroom management in primary schools in Enugu North Local Government Area of Enugu State. Based on the finding and observation, the researcher recommended that educational conferences and seminars should be organized for teachers to learn and acquire new effective classroom management skills.

Keywords: Classroom, Management, Problems, Solutions and schools

INTRODUCTION

Primary school according to National Center for Education Statistics (2010) of the United States is a school in which children receive primary or elementary education from the age of about five/six to eleven, coming after preschool and before secondary school [1]. (In some countries there is an intermediate stage of middle school between primary and secondary education.) In most parts of the world, primary education is the first stage of compulsory education, and is normally available without charge, but may be offered in a fee-paying independent school. The term grade school is sometimes used in the US, although this term may refer to both primary education and secondary education [2]. In Nigeria, primary education and elementary education is typically the first stage of formal education, coming after preschool and before secondary education (The first four grades of primary school, Grades 1-4, are also part of early childhood education). Primary education usually takes place in a primary school or elementary school. In some countries, primary education is followed by middle school, an educational stage which exists in some countries, and takes place between primary school and high school According to the National Association for Primary Education (2009) of the United Kingdom, the aim of the United Nations Millennium Development Goal 2 was to achieve universal primary

education by the year 2015, by which time their aim was to ensure that all children everywhere, regardless of race or gender, will be able to complete primary schooling . In reality we discovered that environment could have an influence on academic achievement but cannot do without the proper management of the environment [3].Environment refers to the prevailing attributes or components which can be perceived about a particular organization by individuals that school there and which serve as a force influencing their individual and collective job behaviour [4]. It has been observed that environment is likely to influence classroom management [5]. Primary schools with learner-centered environment are more effective, followed by those with a knowledge-centered environment, assessment centered and community-centered environments in that order. Imagine a situation where there are substantial amount of school plants coloured with beautiful flowers, classroom buildings, space for sporting activities (Football fields for physical and health Education) in a school. This is to say that an enabling school environment will promote effective teaching and learning [6]. The presence of the above qualities aid to promote academic excellence. Where this type of environment is available aid teachers effort in tacitly aiding classroom management. The use of the school and classroom that is, the relationships between the classroom and its arrangement with the conduct of lessons within that classroom plays a significant role in modelling good behaviour among the children or students as such promotes teaching and learning activities [1]. [2], suggested that possible ways to reduce classroom management problems would be to reduce the number of pupils in a classroom, and that the number of pupils should be set according to approved standards. It was also thought that the government, non-governmental organizations, and private individuals should help provide writing materials to pupils from poor homes, especially in rural areas. The government should provide nurses and health facilities, and teachers should teach with appropriate instructional aids, parents should provide schools with the health records of their children; nurses should be employed in primary schools; classroom rules should be followed; assistant teachers should be employed to assist classroom teachers; and school administrators should keep and utilize records of pupils' health as a means of solving classroom management problems [5]. [6] added that teachers should establish rules and regulations in the classroom against disruptive behaviour. Teachers should always pay attention to their classroom management skills so that it affects pupil's academic performance positively. Teachers should give academic assistance to pupils during lesson delivery, teachers should be cautious while using punishment so that it does adversely affect pupil's academic performance. Teachers should assign responsibilities to pupils in Crèche, Nursery and Primary schools to make them have full participation in the learning process. Principals should ensure that teachers acquire effective classroom management skills that will not create fear in the classroom and will not weaken pupils' academic performance. Educational conferences and seminars should be organized for teachers to learn and acquire new effective classroom management skills.Today, the situation in the schools in Enugu North Local Government Area of Enugu State is worrisome accompanied with dilapidated structures and webs of other problems associated with classroom management in primary school.

Statement of the Problem

It is observed that classroom management is being greatly neglected in the Crèche, Nursery and Primary schools. This is more so in public schools in Enugu North Local Government Area of Enugu State. The managerial demands on the classroom teachers are by no means high (Omenka, 2015) The keeping of records and reports, requisition of self-effort and provision of support and equipment as

well as the necessary routine of classroom management, take much of the teacher's time. The teacher sometimes gets trained in different cultural backgrounds, and later finds himself faced with pupils in Crèche, Nursery and Primary schools from varied cultural and socio-economic background, different adjustment capabilities and social interaction abilities. The problem today includes inequality of opportunity in the classroom, improper up-lift of the rights of pupils, improper school rules and inconsistency of the classroom teachers, poor level of preparedness on the part of the teacher to adequately pass on instructions and so on. Today, the situation in the schools seems worrisome. When a person walks into any of these schools during lesson periods, many of the classes, are usually not be organized, as a result of indiscipline and lack of motivation and no teacher to monitor and control the activities of the pupils in Crèche, Nursery and Primary schools in their classes. It is against this background that the study examined the problems of classroom management with the aim of proffering solutions to all these anomalies in the management of classrooms in primary schools in Enugu North Local Government Area of Enugu State

Purpose of the Study

The general purpose of the study is to proffer solutions to the problem of classroom management in primary schools in Enugu North Local Government Area of Enugu State

Specifically, the study sought to:

1. Proffer solutions to the problem of classroom management in primary schools in Enugu North Local Government Area of Enugu State

Research Questions

The following research questions guided the study

1. What are the solutions to the problems of classroom management in primary schools in Enugu North Local Government Area of Enugu State?

METHODOLOGY

The study adopted a descriptive survey design. The area of the study was Enugu State, Nigeria. The population for the study consisted of 761 staff currently serving in the five selected private schools in Enugu North Local Government Area in Enugu State. The researcher adopted a purposive sampling technique for the study. A sample size of 269 respondent were drawn for this study using Taro Yamane formular. Population size for the study is 269 staff of the five selected private primary schools in Enugu North Local Government Area in the following order. The researcher used questionnaires for the purpose of obtaining the desired result. The instrument had a 4-point response scale with response category of Strongly Agree (SA)-4 points; Agree (A)--3 points; Disagree (D)--2 points and Strongly Disagree (SD)-1 point. The instrument was validated by three experts; two from Educational Management and one from Measurement and Evaluation, all from Faculty of Education, Nnamdi Azikiwe UniverityAwka. The internal consistency of the instrument was determined using the test-retest reliability estimate and it yielded a reliability coefficient of .87 for cluster 1. The study was carried out among the 269 staff of five private schools selected in Enugu North Local Government Area. Two hundred and thirteen copies of the instrument was retrieved out of two hundred and sixty nine distributed copies representing 79.18 percent return rate. The one research question was analyzed using mean with standard deviation. The researcher used the mean ratings of the numerical value assigned to the response options. A cut-off was determined by finding the mean of nominal values assigned to the options in each questionnaire items using the formula;

$\overline{X} = \Sigma X / N$
Where x = mean score
        X = the score
        N = Number of items
Thus.
$\overline{X} = \dfrac{4+3+2+1}{4} = \dfrac{10}{4} = 2.50$

For the research question any item whose mean score is greater than or equal to 2.50 is regarded as a Agree while any item whose mean score is equal to or less than 2.50 is regarded as disagree.

Analysis of Data

Research Question 1: What are the solutions to the problems of classroom management in primary schools in Enugu North Local Government Area of Enugu State?

Table 1: Mean Rating of the Solutions to the Problems of classroom management in primary schools in Enugu North Local Government Area of Enugu State

ITEMS

		VGE 4	GE 3	LE 2	VLE 1	$\overline{X}$	SD	Decision
		Response Option			
1	Reduction of the number of pupils in a classroom.	207	04	01	01	3.96	0.28	Agree
2	Teach with appropriate instructional aids.	201	-	09	03	3.87	0.53	Agree
3	Assistant teachers should be employed to assist classroom teachers.	103	97	-	13	3.36	0.77	Agree
4	School administrators should keep records of pupils' health as a means of solving classroom management problems.	171	33	-	09	3.72	0.68	Agree
5	Teachers should establish rules and regulations in the classroom against disruptive behaviour.	100	89	14	10	3.31	0.79	Agree
6	Seminars should be organized for teachers to learn an effective classroom management skills.	155	-	41	17	3.37	1.05	Agree
	N = 213	\multicolumn{4}{c}{Grand Mean}		3.60	0.68	Agree

Data in Table 1 showed 6 items on the solutions to the problems of classroom management in primary schools in Enugu North Local Government Area of Enugu State, the respondents agreed with all the 6 of the items (1, 2, 3, 4, 5 and 6) as they recorded mean scores of (3.96, 3.87, 3.36, 3.72, 3.31 and 3.37) which are above the cut-off point of 2.50. The standard deviation for all the items are small signifying that there is homogeneity in the responses of the respondents. The table also shows that the respondents grand mean score of the extent to which environment influences classroom management in primary schools in Enugu North Local Government Area of Enugu State items raised is (3.60). From the

foregoing, the answers to research question one showed reduction of the number of pupils in a classroom, teach with appropriate instructional aids, assistant teachers should be employed to assist classroom teachers, school administrators should keep records of pupils' health as a means of solving classroom management problems; teachers should establish rules and regulations in the classroom against disruptive behaviour and seminars should be organized for teachers to learn an effective classroom management skills are the solutions to the problems of classroom management in primary schools in Enugu North Local Government Area of Enugu State.

RESULTS AND FINDING

The findings are organized and discussed in line with the research that guided this study. Research Question One: What are the solutions to the problems of classroom management in primary schools in Enugu North Local Government Area of Enugu State?The finding of research question one as shown in Table 1 revealed that reduction of the number of pupils in a classroom, teach with appropriate instructional aids, assistant teachers should be employed to assist classroom teachers, school administrators should keep records of pupils' health as a means of solving classroom management problems; teachers should establish rules and regulations in the classroom against disruptive behaviour and seminars should be organized for teachers to learn an effective classroom management skills are the solutions to the problems of classroom management in primary schools in Enugu North Local Government Area of Enugu State. Some of these finding on strategic measures to address the problems of classroom management were in agreement with the recommendations of [3] who suggested that possible ways to reduce classroom management problems would be to reduce the number of pupils in a classroom, and that the number of pupils should be set according to approved standards; and that of [2] who recommended that Educational conferences and seminars should be organized for teachers to learn and acquire new effective classroom management skill.

CONCLUSION

From the above analysis and interpretations done and the information from related literature, it implies that reduction of the number of pupils in a classroom, teach with appropriate instructional aids, assistant teachers should be employed to assist classroom teachers, school administrators should keep records of pupils' health as a means of solving classroom management problems; teachers should establish rules and regulations in the classroom against disruptive behaviour and seminars should be organized for teachers to learn an effective classroom management skills are the solutions to the problems of classroom management in primary schools in Enugu North Local Government Area of Enugu State.

RECOMMENDATION

At the end of the study, the study recommended base on the finding that:

- Educational conferences and seminars should be organized for teachers to learn and acquire new effective classroom management skills

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