

Influence of Environment on Classroom Management in Primary Schools in Enugu North Local Government Area of Enugu State, Nigeria.

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ABSTRACT

When children are subjected to inappropriate and dysfunctional environment, they have greater propensity to engage in inappropriate behaviour that disrupt the smooth running of the classroom. The situation in the schools in Enugu North Local Government Area of Enugu State seems worrisome because of the poor environment that mars and obstruct classroom management. The researcher has observed with dismay that environment in the study area is nothing to write home about as such it disrupts classroom management. It is on this premise that the researcher is motivated to ascertain the influence of environment on classroom management in primary schools in Enugu North Local Government Area of Enugu State. It specifically sought to identify the extent to environment influences 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 respondent 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 nine copies were retrieved from the respondents representing 77.70 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 environment influences classroom management in primary schools in Enugu North Local Government Area of Enugu State to a great extent. Based on the finding and observation, the researcher recommended that there should be a reduction of the number of pupils in a classroom so as to enable teachers optimize the utilization of the environment in classroom management.

Keywords: Environment, Classroom Management, Influence and Environment

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 [2].

The term grade school is sometimes used in the US, although this term may refer to both primaryeducation and secondary education.InNigeria,primaryeducation 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) [3]. 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.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 [3]. It has been observed that environment is likely to influence classroom management [4]. 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 [5]. 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 [6]. [7], which showed that there was no significant relationship between school environment and academic achievement of standard IX students. This finding may have favored learner-centered classrooms perhaps because an environment that is learner-centered, will focus more on the training and all-round development of the child in terms of their cognitive, affective, psychomotor domains [8]. In a knowledge-based environment, efforts might only be channeled towards developing the child cognitive structure with little or no focus on the affective and psychomotor development of the pupils. In community-centered classrooms, it will be rare to observe co-curricular activities taking place, as pupils will always be busy and active learning in the classroom. In assessment-centered primary schools, efforts will be tailored towards the grading of pupils in examinations [9]. [10], points out that, despite the fact that we still find traditional classrooms in use, 'at the same time our understanding of learning itself is changing. Research on learning styles, formative assessment, multiple and emotional intelligences, constructivism and so on have combined with the rapid development of technology-enabled, peer-to-peer and self-directed learning to facilitate very different approaches to the 30-students-in-rows model. But despite these changes, we do not yet have a robust research base for integrated and personalized learning environments that can enhance classroom management. Meanwhile, the results from most educational empirical research show the teachers' reactions to the constructed environment and the consequences on their practices in classroom management. Furthermore, the children action in classroom is initially a reaction to and interaction with the classroom's arrangement and secondly with the learning possibilities which these arrangements include. Teachers talked a lot about where the pupils take their seats in the classroom (for classroom seating location when they are asked about the

pupils activities during one lesson [2]. [4], shows different positions in the classroom and finds a zone of action, which is also revealed by [6] and others in their studies. Sacher postulates five reasons for teacher-pupil or student interaction related to the teacher's movement in the classroom: support, discipline, confidence, attraction, and indifference. Each reason for the interaction was based on the teacher's movement and instruction. [9], also illustrates that teachers give more support and confidence when the classroom arrangement features more space and more possibilities for different working forms. [4], also highlight the interaction between performance and room arrangement by stating that: students' motivation for learning determines concomitantly pupils' seat choice especially where there is no improper classroom setting. Therefore, we suggest that displacing pupils to a frontal seat position in the classroom to improve learning sitting arrangement is probably not a desirable alternative; instead, the teacher should consider raising the pupils' motivation where there are good physical environment. The teachers themselves named some useful arrangements and focused on innovative aspects such as classroom floor plan suitable for various instructional methods, furniture that enabled opportunities for small group learning and individual study, the stimulation of all senses, without becoming distracted, good environmental conditions and areas for retreat and individual privacy. There is a general believe that the condition of learning environment including infrastructure has an important impact on classroom management. The facilities that are needed to facilitate effective teaching

Purpose of the Study

The general purpose of this study examined the influence of environment on classroom management in primary schools in Enugu North Local Government Area of Enugu State. Specifically, the study sought to:

Ogenna and learning in an educational institution include the classrooms, offices, laboratories, conveniences and other buildings as well as furniture items and sporting equipment. Comfortable classroom temperature and smaller classes enhance learning [7]. [8], noted that the environment in which you study can have a big effect on how efficient your study time is when the classroom is not over crowded. He identified noise, interruptions, lighting, temperature, neatness, comfort, instructional materials, facilities such buildings and equipment to have potential effect on study habits. This study habits condition requires careful planning and designing to optimize experiences that support education, health and stewardship. Therefore, the environment is of paramount importance in shaping and reshaping intellectual ability. However, supportive and favourable environment enriched with enough learning facilities, and favourable school environment aid in enhancing/maintaining classroom management. Today, the situation in the schools in Enugu North Local Government Area of Enugu State seems worrisome because of the poor environment that mars and obstruct classroom management. Despite the obvious leading roles teachers play in the management of classroom the problem of bad environment still mars teachers effort in classroom management. The researcher has observed with dismay that environment in the study area is nothing to write home about as such it disrupts classroom management. It is on this premise that the researcher is motivated to ascertain the influence of environment on classroom management in primary schools in Enugu North Local Government Area of Enugu State.

1. Identify the extent to which the influence of environment on classroom management in primary schools in Enugu North Local Government Area of Enugu State.

Research Questions

The following research questions guided the study

schools in Enugu North Local Government Area of Enugu State?

1. To what does environment influence classroom management in primary

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 Very Great Extent (VGE)-4 points; Great Extent (GE)--3 points; Little Extent (LE)--2 points and Very Little Extent (LE)-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 .73 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 nine copies of the instrument was retrieved out of two hundred and sixty nine copies were retrieved from the respondents representing 77.70 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;

$$\bar{X} = \frac{\sum X}{N}$$

Where \bar{x} = mean score

X = the score

N=Number of items

Thus.

$$\bar{X} = \frac{4+3+2+1}{4} = \frac{10}{4} = 2.50$$

For the research question any item whose mean score is greater than or equal to 2.50 is regarded as a great extent while

any item whose mean score is equal to or less than 2.50 is regarded as little extent.

Analysis of Data

Research Question 1: To what extent does environment influence classroom management in primary schools in Enugu North Local Government Area of Enugu State?

Table 1: Mean Rating of how Environment Influence Classroom Management in Primary Schools in Enugu

North Local Government Area of Enugu State

| ITEMS | | Response Option | | | | | | |
|---------|--|-----------------|---------|---------|----------|-----------|------|----------|
| | | VGE 4 | GE 3 | LE 2 | VLE 1 | \bar{X} | SD | Decision |
| 1 | School plants coloured with beautiful flowers promotes effective classroom management | 207 | - | 01 | 01 | 3.98 | 0.25 | Agree |
| 2 | School plants promotes effective learning through the provision of physical facilities | 201 | - | 05 | 03 | 3.91 | 0.47 | Agree |
| 3 | Environment aid all-round development of the child in terms of their cognitive, affective, psychomotor domains | 103 | 97 | - | 09 | 3.41 | 0.71 | Agree |
| 4 | Comfortable classroom temperature enhances learning | 171 | 33 | - | 05 | 3.77 | 0.57 | Agree |
| 5 | Environment influences pupils when the classroom is not overcrowded | 100 | 89 | 10 | 10 | 3.34 | 0.78 | Agree |
| N = 209 | | Grand Mean | | | | 3.68 | 0.56 | Agree |

Data in Table 1 showed 5 items on the extent to which environment influences classroom management in primary schools in Enugu North Local Government Area of Enugu State, the respondents agreed with all the 5 of the items (1, 2, 3, 4 and 5) as they recorded mean scores of (3.98, 3.91, 3.41, 3.77 and 3.34) 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 (3.68). From the foregoing, the answers to research question one is that environment influences classroom management in primary schools in Enugu North Local Government Area of Enugu State to a great extent.

RESULTS AND FINDING

The findings are organized and discussed in line with the research that guided this study. Research Question One: To what extent does environment influence 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 environment influences classroom management in primary schools in Enugu North Local Government

Area of Enugu State to a great extent. These finding is in support with [3] who noted that environment influences classroom management since it promotes effective teachin and learning. The finding is also in consonance with a study conducted by [6] which showed that there was no significant relationship between school environment and academic achievement of standard IX students. This finding may have

favoured learner-centered classrooms perhaps because an environment that is learner-centered, will focus more on the

From the above analysis and interpretations done and the information from related literature, it implies that that environment influences classroom

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

- There should be a reduction of the number of pupils in a classroom so

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training and all-round development of the child in terms of their cognitive, affective, psychomotor domains.

CONCLUSION

management in primary schools in Enugu North Local Government Area of Enugu State to a great extent

RECOMMENDATION

as to enable teachers optimize the utilization of the environment in classroom management.

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