

Problems of Classroom Management on Early Childhood Education In Enugu North Local Government Area of Enugu State, Nigeria.

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ABSTRACT

When children subjected to inappropriate and dysfunctional school environment, they have greater propensity to engage in inappropriate behaviour that disrupt the smooth running of the classroom. Extreme problems in the management of classroom can be dangerous and even life threatening. In Enugu North Local Government Area of Enugu State, the problem of classroom management is at its peak because it disrupts learning and opportunities for academic excellence. It was on this light, the study examine the problems of classroom management on Early Childhood Education in Enugu North Local Government Area of Enugu State. It specifically sought to identify the problems confronting classroom management in the educational system of 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 fifty one copies were retrieved from the respondents representing 93.31 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 University Awka. 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. t-test statistics was used to test the hypothesis at .05 level of confidence. The result obtained from the analysis showed that the problems confronting classroom management in the educational system of Enugu North Local Government Area of Enugu State are un-conducive school environment, indiscipline, negative attitude of parents towards teachers over disciplinary measures and teaching by a less experienced teachers. The study concluded that that there are significant differences in the problems confronting classroom management in the educational system of Enugu North Local Government Area of Enugu State. Based on the finding and observation, the researcher recommended that there should be a financial penalty for all who are not law abiding in the school system. This is done such that all anomalies that disrupt the smooth running of the school system are curbed and academic achievement is promoted.

Keywords: Classroom, Classroom Management and Early Childhood.

INTRODUCTION

Classroom Management is a term teachers use to describe the process of ensuring that classroom lessons run smoothly without disruptive behaviour from students compromising the delivery of instruction [1]. [2], sees it as the orderly control of the learners, teaching materials and teaching aids in order to obtain the

desired learning objectives. It could be conceptualized as the planning, management and execution of the school programmes as it affect teaching and learning in the classroom [3]. The teacher manages the physical as well as the psychological environment to create an atmosphere that is conducive for learning

[4]. The prerequisite of learning and effective classroom management does not depend only on classroom motivation, leadership and organization and so on [5]. Classroom discipline is considered to help students respect each other. By so doing they are given appropriate responsibilities to maintain peace and harmony in the classroom with the aim of achieving academic excellence. Acquiring knowledge and skills are some of the basic things that the teachers must assist the learner to attain. It is also necessary to encourage pupils in Crèche, Nursery and Primary schools to achieve these objectives through motivations [6]. This is why motivation is a very important factor promoting the goals and aspirations of any institution [7]. Teachers are the sole motivators that assist these children to excel academically. That could be the reason teachers as respondents put more effort in putting in their best. Despite teachers' best efforts by teachers, many teachers struggle to effectively manage their classrooms and ensure that those in crèche, nursery, primary and secondary school students learn. It is noticeable that unprepared programs for the aforementioned persons often leads to devastating problem that upturn the value , goal and mission of the learners in any education system [8].

In any educational system, 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 [3]. 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

[7]. The problem today in Enugu North Local Government includes inequality of opportunity in the classroom, abuse of the children fundamental human rights, inability to keep the school rules and inconsistency of the classroom teachers in teaching and paying attention to the students, poor level of preparedness on the part of the teacher to adequately pass on instructions which is made obvious in some scholars empirical studies. Empirically, [8] in their study on analysis of classroom management stated problems in primary schools in Delta State, Nigeria. They found that common classroom management problems were related to pupils in Crèche, Nursery and Primary schools. Such abuses includes shouting at the students, calling names that discourages academic excellence, sleeping and talking or engaging in discussion during lessons. The identified causes of these problems were seen as originating in: overcrowded classrooms; parent neglect of the health condition of their children; and an unhygienic and below-standard teaching and learning environment. [6], found that problems of classroom management is a principle source of stress and burnout for both new and experienced teachers. Whilst inattention, calling out, disturbing others and non-compliance are the most commonly reported classroom behavioural problems. [5], in his study attempted to find a solution to the high drop-out rate of beginning educators. His study concluded that teachers who left the profession did so because they did not have a practical understanding of what effective classroom management practices were, nor did they have a basis upon which to formulate a preference in teaching style. [6], carried out a study on the Classroom Problems faced by Teachers at the Public Schools inTafila Province, and proposed solutions. The study found that the problems in the classroom and schools in general, are considered one of the most serious factors facing the component of the educational process, such as parents, teachers, educational administrators, and supervisors. Also vandalism, theft,

destruction of property, failure in the school, poor study accomplishment, lack of educational facilities such as equipment and technology, the physical environment, and the violence against teachers and pupils. All these issues could threaten the whole educational process. The study also found that the level of the classroom problems of the Education District of Tafila province was medium, from the teacher's point of view there was no statistically significant difference in the academic problems domain, while there was a statistically significant difference, in the behavioral problems, due to the interaction variables, gender, and school level and experience. [7], examined the effects of different discipline strategies on the academic achievement of elementary school pupils and found that through zero tolerance schools, children who were disciplined or cautioned were involved at an increased risk of dropping out and becoming involved in the juvenile justice system.

[9], explored the implementation of a classroom Check-Up, plus visual performance feedback and found that all the classrooms observed had higher rates of classroom disruptions than praise and therefore, had increased the level at which they felt the intervention was effective. [9], studied classroom management and discipline problems in an Information Technology classroom and found that the primary classroom management issues were a lack of motivation, rule breaking, ineffective time management, and a lack of classroom interaction. In the study by [7], the subject was about a seven year old girl, Ana, who was in her first grade and who demonstrated a consistent pattern of disruptive behaviour that interfered with her classroom performance. Some of the problems that came about were frequently on task behaviour, arguing and fighting with peers, temper tantrums, and refusal to follow the classroom rules.[6], conducted a study at exploring the

Purpose of the Study

The general purpose of this study examined the problems of Classroom

problem of classroom management as a facet of teacher leadership facing newly appointed teachers in Palestine's public schools. Its main purpose is to determine the relationship of attitudes and behaviours, as well as other study variables such as gender and academic qualification, to classroom management for newly appointed teachers. To achieve this, the researcher used a 14 item questionnaire distributed among a sample of 30 male and female teachers randomly selected from a cohort of 150 of newly appointed teachers in the West Bank governorate of Qabatia. The study was conducted during the first semester of the scholastic year 2014- 2015. In collecting and analyzing the data necessary for the study, the researcher used different statistical procedures such as means, frequencies, and independent t-test. The findings indicate a low competency level of 53.7% in classroom management skills among newly appointed teachers. In the light of this finding, the study recommends the inclusion of class management theory and practice in the syllabus of the practicum courses for all courses in pre-service teacher education. Likewise, the study recommends that school principals, with support from district leadership, provide newly appointed teachers with structured, systematic induction and mentoring by experienced teachers who can model effective classroom leadership. Today, the situation in the schools in Enugu North Local Government Area of Enugu State seems worrisome because of unorganized classrooms, lack of discipline of students in the classrooms, no form of motivation for these pupils to learn. There seems to be 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 in educational system in Enugu North Local Government Area of Enugu State.

Management on Early Childhood Education in Enugu North Local Government Area of Enugu State. Specifically, the study sought to:

Research Questions

The following research questions guided the study

1. What are the problems confronting classroom management in the

Hypothesis

This null hypothesis was formulated and tested at .05 level of significance H_0 . There is no significant difference in the problems confronting classroom

- Ogenna
1. Identify the problems confronting classroom management in the educational system of Enugu North Local Government Area of Enugu State.
- educational system of Enugu North Local Government Area of Enugu State?

management in the educational system of 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 five private schools selected 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 Maanement

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 sixty nine copies of the instrument was distributed but two hundred and fifty one copies were retrieved from the respondents representing 93.31 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 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 problems confronting classroom management in the educational system of

Enugu North Local Government Area of Enugu State

Table 1: Mean Rating of the Problems Confronting Classroom Management in the Educational System of Enugu North Local Government Area of Enugu State.

ITEMS		Response Option						
		SA 4	A 3	D 2	SD 1	\bar{X}	SD	Decision
1	School un-conducive environment	167	-	64	20	3.51	0.86	Agree
2	Indiscipline on the part of the pupils.	143	69	-	39	2.98	1.21	Agree
3	Attitude of parents towards teachers over disciplinary measures	119	101	31	-	3.35	0.69	Agree
4	Lack of motivational approach by the teacher	17	61	-	173	1.69	1.05	Disagree
5	Teaching by a less experienced teacher	189	-	51	11	3.46	0.96	Agree
N = 251		Grand Mean			2.99	0.95	Agree	

Table 1 shows that of the 5 items on the problems confronting classroom management in the educational system of Enugu North Local Government Area of Enugu State e, the respondents agreed with 4 of the items (1, 2, 3 and 5) as they recorded mean scores of (3.51, 2.98, 3.35 and 3.46) which are above the cut-off point of 2.50. While they disagreed with 1 of the items (4) with mean score of (1.69). 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 problems confronting classroom management in the educational system of Enugu North Local Government Area of Enugu State items raised is (2.99). From the foregoing, the answers to research question one is that the problems confronting classroom management in the educational system of Enugu North Local Government Area of Enugu State are un-conducive school environment, indiscipline, attitude of parents towards teachers over disciplinary measures and teaching by a less experienced teacher.

Hypothesis One

HO, There is no significant difference in the problems confronting classroom management in the educational system of Enugu North Local Government Area of Enugu State.

Decision rule: The chosen significance level is 95% (P value = 0.05) and the degree of freedom,

df, is given as, $d.f = n - 2$ i.e $4 - 2 = 2$ and at this, $t_{tab} = 2.920$ for two tailed test The decision rule

is that if t_{cal} is greater than t_{tab} value at a chosen significance level and at a given degree of freedom $n = 2$, we will accept the hypothesis, but if t_{tab} is greater than t_{cal} we will reject the hypothesis.

Table 2: Calculation of Correlation for Hypothesis One

Option (n)	X	Y	Xy	x ²	y ²	t _{cal}	t _{tab}
Strongly Agree	4	80	240	16	6400	0.003	2.920
Agree	3	100	300	9	10000		
Disagree	2	39	39	4	1521		
Strongly Disagree	1	32	32	1	1024		
Σ = 4	10	251	629	30	18945		

$$\begin{aligned}
 & \sqrt{\frac{N \sum XY - \sum X \sum Y}{N \sum X^2 - (\sum X)^2 - \frac{(\sum Y)^2}{N}}} \\
 = & \sqrt{\frac{4 \times 629 - 10 \times 251}{4 \times 30 - 10^2 \times \frac{18882 - 251^2}{4}}} \\
 = & \sqrt{\frac{2516 - 2510}{120 - 100 \times \frac{4 \times 75528 - 63001}{4}}} \\
 = & \sqrt{\frac{06}{120 - 100 \times \frac{302112 - 63001}{4}}} \\
 = & \sqrt{\frac{06}{20 \times \frac{302112 - 63001}{4}}} \\
 = & \sqrt{\frac{06}{20 \times 239111}} \\
 = & \frac{06}{2187} \\
 = & 0.003
 \end{aligned}$$

The hypothesis on research question is rejected because the grand mean score of the table which is 2.99 is up to the decision rule of 2.50. In table 1b, t_{cal} 0.92 is lower than t_{tab} 2.920 at the degree of freedom n = 2 with significant difference in the mean response (P<0.05), our null hypothesis which states that there is no significant difference in the problems

confronting classroom management in the educational system of Enugu North Local Government Area of Enugu State is rejected. What this result shows is that there are significant differences in the problems confronting classroom management in the educational system of Enugu North Local Government Area of Enugu State.

RESULTS AND FINDING

The findings are organized and discussed in line with the research questions and hypothesis posed to guide this study. Research Question One: What are the problems confronting classroom management in the educational system of

Enugu North Local Government Area of Enugu State? The finding of research question one as shown in Table 1 revealed that the problems confronting classroom management in the educational system of Enugu North Local Government Area of

Enugu State are un-conducive school environment, indiscipline, attitude of parents towards teachers over disciplinary measures and teaching by a less experienced teacher. The analysis of the t-test comparison according to Table 2 showed that the computed t (1.41) is less than the critical t-value (± 1.96) at .05 level of significance. Thus, going by the decision rule, there is no significant difference in the problems confronting classroom management in the educational system of Enugu North Local Government Area of Enugu State. These findings agree with [7], that management is being greatly neglected in the Crèche,

CONCLUSION

From the above analysis and interpretations done and the information from related literature, it implies that the problems confronting classroom management in the educational system of Enugu North Local Government Area of

Ogenna Nursery and Primary schools. The finding is also in consonance with a study conducted by [8] who noted that problems of classroom management is a principle source of stress and burnout for both new and experienced teachers. Whilst inattention, calling out, disturbing others and non-compliance are the most commonly reported classroom behavioural problems. [4], also identified attitude problem from the newly appointed teachers. [3], further pointed out that refusal to follow the classroom rules are some of the problems confronting classroom management in the educational system.

Enugu State are un-conducive school environment, indiscipline, attitude of parents towards teachers over disciplinary measures and teaching by a less experienced teacher.

RECOMMENDATION

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

1. There should be a financial penalty for all who are not law abiding in the school system. This is done such that

all anomalies that disrupt the smooth running of the school system are curbed and academic achievement is promoted.

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