



MANAGING CLASSROOM ISSUES FOR RE-ENGINEERING STUDENTS' PERFORMANCE IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE



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Abstract

The study investigated managing classroom issues for re-engineering students' performance in Public senior secondary schools in Rivers State. The study adopted descriptive survey design. The population was 6174 teachers in all the 311 public senior secondary schools in Rivers State. The sample was 400 teachers using proportionate sampling technique. The research instrument used for data collection was titled "Managing Classroom Issues for Re-engineering Students' Performance Questionnaire" which consisted of demographic data as well as response variables to address the two research questions. The internal consistencies of the instrument were established using Cronbach method. The reliability coefficients are: Managing Classroom Issues for Re-engineering Students' Performance is 0.84 while managing students' safety issues was 0.81 and managing population size issues was 0.86 respectively. Out of 400 copies of questionnaire administered, 388 copies were properly filled and retrieved which represents 97% success rate. The research questions were answered using Mean and Standard Deviation statistics while the hypotheses were tested using t-test at 0.05 level of significance. The findings among others revealed that managing students' safety issues to a high extent leads to re-engineering students' performance while the hypothesis showed that there is a significant difference between the mean rating of male and female teachers on the ways of managing students' safety issues for re-engineering students' performance. It was concluded that managing classroom issues involve managing students' safety issues and managing population size issues for re-engineering students' performance in Public senior secondary schools in Rivers State. It was recommended that school management should lay emphasis on managing students' safety issues to promote re-engineering students' performance.

Key Words: Managing, Issues. Re-engineering, Safety, population, Performance

Introduction

Teachers are significant contributors in educational sector, mostly experienced and qualified teachers. Teachers are key factors in formal education. Teaching staff classroom management constitutes a significant feature in students' learning. The level of performance in any school is precisely associated to excellence of any system, which is a role of the cumulative teachers' classroom management experience. Competent teachers therefore would improve on effective teaching in schools and students' academic performance will enhance. However, teachers' classroom management is a process in which teachers maintain discipline among students while in the classroom to ensure effective teaching and learning processes within the allocated for each subject. Classroom management aims at making teachers aware of technical issues that confront them in the course of carrying out their duties, particularly, issues that relate to their rights and limitations, their duties and obligations, as well as those of other members of the school such.



However, teachers can demonstrate a suitable level of strength by giving clear learning objectives, they can also pass on fitting levels of participation by giving learning objectives that can be changed based on the classes needs. Allowing students to participate in their own learning goals and outcomes at the start of a unit brings a sense of cooperation and mutual understanding between the instructor and student. One way of involving the students and in turn making them feel heard in the decision making of the class is by asking what topics they would find most intriguing in learning based on a guided rubric. This approach will engage and send a message to the students that the teacher is interested in the student's interests. The student in turn will bring greater learning outcomes as well as a mutual respect. Posting appropriate learning objectives where the students can see and refer to them is vital for re-engineering students' performance

Re-engineering Students' Performance

The term 're-engineering students' performance has been described as reviving students' learning outcomes at a given moment. This reviving could be explained in terms of grades obtained in the course or groups of courses taken. Students' performance is also the level of attainment of a person in an examination, how an individual is able to demonstrate his or her abilities in an examination. However, student's success is generally judged by examination performance while the best criterion of academic performance is the sum of the student's performance in all the subjects taken.

Proper education is secured through teaching, learning and the teacher is crucial in the teaching-learning process. Education is most potent instrument recognized for poverty eradication and injustice thereby setting the foundation for constant economic development. It promotes individuals' productivity and ability thereby creating satisfied workforce, contributing to economic development. Education is a route through which rational, ethical capacities and practical know-how of entities are developed to make them social members of their societies through learning. Learning is a means through which the accomplishment of individuals' and nations' educational objectives are realized Amesi and Akpomi (2017), thus, teaching production is consequently appraised principally by learning and students' performance.

Managing Classroom Issues

There are many attendant issues within and outside the classroom which teachers are called upon to perform. Some of these are supervision of athletic events and field excursions, coaching sports and games teams, coaching debating teams and choral groups, inspection of students' duties, and other non-academic duties. Teachers are thus required to perform duties that are incidental to classroom work and their actions and inactions in the course of such duties pose legal implications for the individuals and sometimes groups involves. The classroom, and indeed the entire school environment, is pervaded with potential hazards and dangers, which are often overlooked by teachers and other school personnel.

This sub heading has highlighted the legal consequences of overlooking the foreseeable and avoidable hazards, risks and dangers, and the possible implications of the teachers' failure. In classroom management, students bring their own unique personalities and talents to the classroom, which creates a dynamic and social environment. This is great for collaborative learning and enhancing social skills, however, good classroom management strategies are needed to ensure successful learning outcomes. Amesi and Akpomi (2017) opined that managing classroom issues involve students' safety and population size.

Managing Students' Safety Issue

The concept of safety has become common in the educational industry. This is based on the gradual increase nature of schools characterized by more reliance on the use of machine and information and communication technology (ICT) facilities for service delivery (Parkinson, 2013). There are several views of the meaning of safety in schools. According to Hornby (2010), it is a conscious effort and systematic process of identifying proactively work place hazards as well as measures of reducing accidents and exposures to harmful substances. Any conscious effort geared

towards protecting students in schools from harm is part of safety. The above definitions clearly made it open that the protection of people's life from a harmful substance in the school is paramount.

The responsibility of every teacher is to ensure that the students stay away from anything that will lead to accident. This is why the introduction and application of in-loco parentis is very necessary. Teaching safely and teaching safety in secondary schools go hand in hand. This means making the students understand what risk is all about or making them to be aware of risk so as to avoid it. More so, risk is part of life but accident do not need to before it can be avoided (Pager, 2014). The provision of safety in schools cannot be over emphasized. This means both the teachers and principals are all involved, this is because ensuring that a child is safe in school is not something of one person. A good atmosphere is necessary to effect proper teaching and learning among students, (Okorie, 2012).

The inability of any teacher to manage properly students' behaviours in school, results to students losing interest in whatever the teachers is doing. Safety is important and needs to be approached creatively and should not be seen as a burden in the side of the teacher. A planned approach to managing risk should be seen as enable not just to prevent accident and work related health problems to both staff and pupils, but to build a culture and sensible risk management. The good in loco parentis in actual sense of it simply means that teachers prioritize their job above every other thing, and also giving the students the proper care they needed in the absence of their biological parents.

Managing Population Size

The term population means the number of people in a particular area. Population size has always been a factor affecting the occupants of any place and the consequences are enormous as it leads to unhealthy living and competitions. Darling-Hammond and Synder (2002) stated that a reduction in class-size could enhance learning, while availability of adequate research equipment and teaching materials could significantly improve students' performance; and that student-teacher ratio, physical resources, equipment and teaching aids have significant effects on academic achievement.

Bandiera, et al (2010) opined that the last decade has seen dramatic increases in student enrolment as a result of the adoption of supply side policies, thus forcing some schools to adjust all relevant inputs to match such increases in enrolment; as a result, classrooms are few, and this causes overcrowding in the few classrooms. Esia-Doukoh and Antwi (2015) support the above that the quest for education, especially, secondary education to attain better living condition of living is therefore seen as a major cause of overcrowded classrooms in most schools.

Mulrayan-Kyne (2010) stated that large classes of between 50 and 100 students and even more in some schools. Lantz et al (2008) added that overcrowded classrooms create a lot of challenges to both experienced and less experienced teachers assigned to teach these large classes. Esia-Doukoh and Antwi (2015) stressed that these challenges affect the quality of teaching, assessment of students and the quality of the products.

Classroom teaching is considered to be perhaps the most frequently used teaching method in most large classes; it is safe to argue that the teaching and learning process is more of teacher centered than student centered in some crowded school and this makes the students to be less active (passive) even though that should not be the case. Amadahe (2010) asserted that some students may not understand certain things but will also not ask for explanation because of the size of the class.

Thaher (2005) explained that the problem of large class seriously affects classroom management, and solutions to the problems are urgently needed. Finn, et al (2003) stated that the link between teaching and students performance is the class size. However, students performance is conceptualized in two forms; namely; social performance (how students interacts socially with other students and teachers in either pro-social or antisocial ways) and academic performance (students' attitude towards schooling and the learning process). They concluded that when students are placed in smaller classes, they become more engaged both academically and socially and with strong social academic engagement, students' performance is improved.

Statement of the Problem

Classroom management issues point to teachers' responsibility to manage students during teaching and learning processes. The problem of the study is based on the fact that some students, who enrolled in a session in some secondary schools in the State, find it difficult to complete the programme at a predetermined period due to poor performance. There are cases of students' indiscipline across junior secondary schools and these have grown into militancy, armed robbery and cult activities in some Local Government Areas in Rivers State. The purpose for which parents and guardians hand over their children to the school authority for molding and re-molding through disciplined education has not been achieved.

In addition, Due to little or lack of consented application of classroom management in secondary schools, there are indiscipline, dropout, high failure rate and teachers burnout in many junior secondary schools and these bother the Researcher to investigate managing classroom issues for re-engineering students' performance in Public senior secondary schools in Rivers State.

Aim and Objectives

The study examined managing classroom issues for re-engineering students' performance in Public senior secondary schools in Rivers State. The objectives sought to:

1. examine ways of managing students' safety issues for re-engineering students' performance in Public senior secondary schools in Rivers State.
2. assess ways of managing population size issues for re-engineering students' performance in Public senior secondary schools in Rivers State.

Research Questions

The following research questions guided the study

1. What are the ways of managing students' safety issues for re-engineering students' performance in Public senior secondary schools in Rivers State?
2. What are the ways of managing population size issues for re-engineering students' performance in Public senior secondary schools in Rivers State?

Hypotheses

The following hypotheses guided the study

1. There is no significant difference between the mean rating of male and female teachers on the ways of managing students' safety issues for re-engineering students' performance in Public senior secondary schools in Rivers State.
2. There is no significant difference between the mean rating of teachers in rural and urban areas on the ways of managing population size issues for re-engineering students' performance in Public senior secondary schools in Rivers State.

Methodology

The study adopted descriptive survey design. The population of this study was 6174 teachers in all the 311 public senior secondary schools in Rivers State. The sample was 400 teachers, proportionate sampling technique was used. The research instrument used for data collection in this study was titled "Managing Classroom Issues for Re-engineering Students' Performance Questionnaire" (MCIRSPQ), which consisted of demographic data as well as response variables to address the two research questions. The instrument was coded with the modified 4-points Likert Scale of Very High Extent (VHE) =4points, High Extent (HE) =3points, Low Extent (LE) = 2 points and Very Low Extent (VLE) =1 point.

The instrument was subjected to face and content validity by one expert in test and measurement. The internal consistencies of the instrument were established through the application of Cronbach method. The reliability coefficients are: Managing Classroom Issues for Re-engineering Students' Performance is 0.84 while managing students' safety issues was 0.81 and managing population size issues was 0.86 respectively. Out of 400 copies of questionnaire administered, 388

copies were properly filled and retrieved which represents 97% success rate. The research questions were answered using Mean and Standard Deviation statistics while the hypotheses were tested using t-test at 0.05 level of significance.

Results

Research question 1: What are the ways of managing students' safety issues for re-engineering students' performance in Public senior secondary schools in Rivers State?

Table 1: weighted mean and standard deviation score on the ways of managing students' safety issues for re-engineering students' performance in Public senior secondary schools in Rivers State

S/N	ITEMS	Male teachers 183			Female teachers 205		
		Mean	Std	Decision	Mean	Std	Decision
1	Teachers ensure that classroom blocks are adequately ventilated	3.43	.49	HE	3.13	.51	HE
2	Teachers use professional skills in maintenance of facilities	3.28	.45	HE	3.13	.47	HE
3	Teachers act as safety managers to manage key safety areas in the school environment	3.43	.49	HE	3.28	.50	HE
4	Teachers undergo seminars on safety to enhance classroom management	3.42	.50	HE	3.16	.48	HE
5	Teachers report to supervisors on safety related issues	3.28	.45	HE	3.15	.39	HE
6	Teachers ensure that sports grounds are properly maintained/kept safe	3.29	.45	HE	3.15	.47	HE
7	Teachers provide safe water for drinking/personal hygiene	3.21	.47	HE	3.18	.63	HE
8	Teachers supervise toilets facilities for the students' use	3.20	.45	HE	3.17	.69	HE
9	Teachers ensure that students don't walk alone especially in bushy areas	3.41	.49	HE	3.34	.55	HE
10	Teachers adhere to prevention policy in relation to school safety in the classroom	3.43	.50	HE	3.14	.53	HE
Aggregate mean and standard deviation		3.34	0.47	HE	3.18	0.52	HE

Table 1 show that items with serial numbers 1 to 10 have their various mean values above the criterion mean value of 3.0 and were agreed by the teachers to high extent. The aggregate mean values of 3.34 and 3.18 for male and female teachers revealed that managing students' safety issues to a high extent leads to re-engineering students' performance in Public senior secondary schools in Rivers State.

Research question 2: What are the ways of managing population size issues for re-engineering students' performance in Public senior secondary schools in Rivers State?

Table 2: weighted mean and standard deviation score on the ways of managing population size issues for re-engineering students' performance in Public senior secondary schools in Rivers State

s/n	ITEMS	Teachers in rural areas 201			Teachers in urban areas 187		
		Mean	Std	Decision	Mean	Std	Decision
21	Teachers increase subject period for students assimilation during teaching	3.43	.49	HE	2.97	.49	HE
22	Teachers split the students in groups to ensure affect teaching-learning processes	3.42	.50	HE	2.89	.65	HE
23	Teachers make students gain concentration in an over populated classroom by walking round	3.08	.48	HE	3.37	.52	HE
24	Teachers group students in an over populated class during students assessment	3.10	.46	HE	3.24	.45	HE
25	Teachers use over populated classroom as an interactive period to engage students in on-task behaviour	3.25	.49	HE	3.40	.49	HE
26	Teachers rearrange overcrowded classrooms so as to gain students' concentration	3.11	.45	HE	3.37	.52	HE
27	Teachers take the students to the laboratory in groups due to over population of students	3.13	.38	HE	3.25	.45	HE
28	Teachers ensure that all students are quiet so as not generates noise which interfere with students' hearing	3.14	.47	HE	3.26	.48	HE
29	School authority increases school facilities to sufficient for students usage	3.16	.66	HE	3.25	.48	HE
30	Teachers ensure that over populated classroom does not pose health challenges to students learning	3.17	.73	HE	3.27	.47	HE
Aggregate mean and standard deviation		3.19	0.51		3.23	0.5	

Table 2 shows that items with serial numbers 21 to 30 and 23 to 30 for both categories have their various mean values above the criterion mean value of 3.0 and were agreed by the teachers to high extent. The aggregate mean values of 3.19 and 3.23 for both teachers in rural and urban areas revealed that managing population size issues to a high extent leads to re-engineering students' performance in Public senior secondary schools in Rivers State.

Hypotheses

Hypothesis 1: There is no significant difference between the mean rating of male and female teachers on the ways of managing students' safety issues for re-engineering students' performance in Public senior secondary schools in Rivers State.

Table 3: t-test mean responses of male and female teachers on the ways of managing students' safety issues for re-engineering students' performance in Public senior secondary schools in Rivers State

Gender	N	Mean	Std	df	t-cal.	t-crit.	p-val.	Decision
Male teachers	183	3.34	0.47	386	5.00	1.96	0.00	Hypothesis is rejected
Female teachers	205	3.18	0.52					

Table 3 reveals that male teachers have mean and standard deviation scores of 3.34 and 0.47 while female teachers have mean and standard deviation scores of 3.18 and 0.52 respectively. With a degree of freedom of 386, the calculated value of 5.00 is greater than the critical table value of 1.96, therefore, the null hypothesis is rejected. This implied that there is a significant difference between the

mean rating of male and female teachers on the ways of managing students' safety issues for re-engineering students' performance in Public senior secondary schools in Rivers State.

Hypothesis 2: There is no significant difference between the mean rating of teachers in rural and urban areas on ways of managing population size issues for re-engineering students' performance in Public senior secondary schools in Rivers State.

Table 4: t-test mean responses of teachers in the rural and urban areas on the ways of managing population size issues for re-engineering students' performance in Public senior secondary schools in Rivers State

Location	N	Mean	Std	df	t-cal.	t-crit.	p-val.	Decision
Teachers in rural areas	201	3.19	0.51	386	0.97	1.96	0.33	Hypothesis is not rejected
Teachers in urban areas	187	3.23	0.50					

Table 4 reveals that teachers in rural areas have mean and standard deviation scores of 3.19 and 0.51 while teachers in urban areas have mean and standard deviation scores of 3.23 and 0.50 respectively. With a degree of freedom of 386, the calculated value of 0.97 is less than the critical table value of 1.96, therefore, the null Hypothesis is not rejected. This implied that there is significant difference between the mean rating of teachers in rural areas and teachers in the urban areas on the ways of managing population size issues for re-engineering students' performance in Public senior secondary schools in Rivers State.

Summary of Findings

The findings of this study are summarized as follow:

1. The aggregate mean values of 3.34 and 3.18 for male and female teachers revealed that managing students' safety issues to a high extent leads to re-engineering students' performance in Public senior secondary schools in Rivers State.
2. The aggregate mean values of 3.19 and 3.23 for teachers in rural and urban areas revealed that managing population size issues to a high extent leads to re-engineering students' performance in Public senior secondary schools in Rivers State.
3. The hypothesis showed that there is a significant difference between the mean rating of male and female teachers on the ways of managing students' safety issues for re-engineering students' performance in Public senior secondary schools in Rivers State.
4. The hypothesis showed that there is no significant difference between the mean rating of teachers in rural and urban areas on the ways of managing population size issues for re-engineering students' performance in Public senior secondary schools in Rivers State.

Discussion of Findings

The discussions of findings of this study are as follow:

Managing students' safety issues for re-engineering students' performance

The table one aggregate mean values of 3.34 and 3.18 for male and female teachers revealed that managing students' safety issues to a high extent leads to re-engineering students' performance in Public senior secondary schools in Rivers State. The respondents believed that teachers ensure that classroom blocks are adequately ventilated, teachers use professional skills in maintenance of facilities, teachers act as safety managers to manage key safety areas in the school environment, teachers undergo seminars on safety to enhance classroom management, teachers report to supervisors on safety related issues, teachers ensure that sports grounds are properly maintained/kept safe, teachers provide safe water for drinking/personal hygiene, teachers supervise toilets facilities for the students' use, teachers ensure that students don't walk alone especially in bushy areas and teachers adhere to prevention policy in relation to school safety in the classroom.

The findings are in agreement with Obasi and Asodike (2015) who stated that the essence of teacher is protecting, promoting, encouraging, and maintaining a high safety standard. Schools are not different from what is obtained in other organizations. School safety practices have the capability of yielding significant contribution in school based health programmes, health-related interventions, feeding, smoking cessation programmes in prevention of cardiovascular disease in children and in detecting large citywide epidemics. According to Parkinson (2013), the inter-related linkage between proper school safety and students' performance, oral health and other long term outcomes and vice versa, are worthy of note and of paramount significance. Therefore, the hypothesis showed that there is a significant difference between the mean rating of male and female teachers on extent of managing students' safety issues for students' performance in Public senior secondary schools in Rivers State.

Managing population size issues for re-engineering students' performance

The table two aggregate mean values of 3.19 and 3.23 for teachers in rural and urban areas revealed that managing population size to a high extent leads to re-engineering students' performance in Public senior secondary schools in Rivers State. The respondents believed that teachers increase subject period for students assimilation during teaching, teachers split the students in groups to ensure affect teaching-learning processes, teachers make students gain concentration in an over populated classroom by walking round, teachers group students in an over populated class during students assessment, teachers use over populated classroom as an interactive period to engage students in on-task behavior, teachers rearrange overcrowded classrooms so as to gain students' concentration, teachers take the students to the laboratory in groups due to over population of students, teachers ensure that all students are quiet so as not generates noise which interfere with students' hearing, school authority increases school facilities to sufficient for students usage and teachers ensure that over populated classroom does not pose health challenges to students learning.

The findings are in agreement with Bandiera, et al (2010) who opined that the last decade has seen dramatic increases in school enrolment as a result of the adoption of supply side policies, thus making it very difficult for schools to immediately adjust all relevant inputs to match such increases in enrolment; as a result, classrooms are few, and this causes overcrowding in the few classrooms. Blatchford, et al (2007) are of the opinion that finding time for marking, planning and assessment in large classes is more of a challenge and this is seen by teachers as a direct threat to the quality of the teaching. Therefore, the hypothesis showed that there is no significant difference between the mean rating of teachers in rural and urban areas on extent of managing population size issues for re-engineering students' performance in Public senior secondary schools in Rivers State.

Conclusion

Based on the research finding, managing classroom issues involve managing students' safety issues and managing population size issues for re-engineering students' performance. The findings among others was that the aggregate mean values of 3.34 and 3.18 for male and female teachers revealed that managing students' safety issues to a high extent leads to re-engineering students' performance and hypothesis showed that there is a significant difference between the mean rating of male and female teachers on extent of managing students' safety issues for students' performance in Public senior secondary schools in Rivers State.

Recommendations

Based on the findings, the following recommendations are proffered:

1. School management should lay emphasis on managing students' safety issues to promote re-engineering students' performance.
3. Government should provide adequate school facilities in order to manage population size issues for re-engineering students' performance.



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