Student's Perceptions on Teacher Effective Classroom Management in Senior Secondary Schools of Sokoto Metropolis

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Abstract: *The study examined students' perception on teacher effective classroom management in senior secondary schools in Sokoto metropolis. The study becomes necessary looking at the fact that effective delivery of leaning and attainment of learning objectives is only necessary when the teacher is effective. The research adopted descriptive research survey design method of study during which self-questionnaire was designed to solicit responses from the respondents. A purposive sampling technique was used in selecting five (5) secondary schools within sokoto metropolis. Research advisor table for sampling was used in selecting (367) sample of respondents. Data collected was analyzed using simple frequency distribution table and the mean average. The findings revealed that, there is a higher rate of relationship between effectiveness of classroom management by teachers and students attitude towards instructional materials. The study recommended that, There is need for teachers to be expose to different skill on classroom management, through in-services training, conferences seminar etc., A conducive school climate should be provided where teachers can affect the right classroom management practices without inhibition. There should be feedback on every aspect of teachers' evaluation, this will enable them identify areas of strengths and weaknesses.*

Keywords: *Students, Perception, Management, School, Classroom.*

Introduction

Secondary education is an important part of education because of being the terminal stage and a stage where students later join the ladders of profession. This stage needs accurate decision to minimize the disguising factors to mislead the client as the literature posits, Emma (2002). Whatever the teacher do as their duties or obligation may be briefed and summarized under categories especially the one they used to organize the contents in the classroom setting. According to Emma (2002).The teachers supposed to develop and waves the threads of thoughts around the organized categories and system of teaching. There are different tasks teachers may be using such as tools and procedures identified, which may be of high importance to continuously enrich our day to day teaching experience.

Statement of the Problem

Teachers starts well ahead of actual presentation of the lesson, it has been reiterated the need to organize the content according to the level of their expertise interest and the need of the students, it takes the shape of planning, developing and organizing instructions as the major responsibilities of a teacher before and during the classroom instruction. If a teacher is well experience in planning his/her lesson he/she takes his/her routine of teaching task easier comfortable and enjoyable. Un-luckily most of the teachers do not find themselves in dined to spare time for ideal, creative, effective and unique teaching. This is especially required of

them when they are teaching several concepts, it is urged expected and of moral duty of each and every teaching to keep on upgrading the lesson for each term to come. This will help keep the teachers and their materials fresh. The current study seeks to find out students' perception on teacher effective classroom management in senior secondary schools of sokoto metropolis.

Teaching Effectiveness

Teaching effectiveness is important because, effective teaching helps students learning, it has become even more important, as the emphasis on quality in higher education has increased. Effective teaching does not occur by chance. Effective teacher have become good at what they do because they evaluate their practice. James (2009) suggests that "educational evaluation is a professional responsibility for academic staff, arising from a commitment to understanding the effects of teaching on students and to enhance student learning". There are numerous ways to evaluating teaching or monitoring its effectiveness.

Beck (2005) identifies "twelve potential sources of evidence of teaching effectiveness". These include:

- Student rating (such as Student Evaluation of Teaching)
- Peer reviews
- Self-Review
- Interviews with students
- Alummi, employer and administrator ratings
- Teaching awards and scholarship
- Learning outcome measures; and
- Maintenance of teaching portfolios.

The sources identified above provided a diverse range of measures of teaching effectiveness, Institutions, departments and schools encourage a broad range of sources to evidence good teaching practice. Georgia (2011) under her study conducted on teacher qualities and students' perception indicated that there are no significant differences among ethnicities or genders.

Classroom Management Strategies and Techniques

Catherine (2006) indicates that teachers overwhelmingly report lack of professional support in improving classroom management. Despite this unideal situation, there are straightforward approaches you can implement by yourself. These approached can enhance prosaically student behavior and academic engagement, establishing an orderly environment. And therefore, she highlighted 10 classroom management strategies among which 5 are highlighted here as:-

1. **Model Ideal Behaviour**

Make a habit of demonstrating behaviour you want to see, as many studies show that modeling effectively teaches students how to act in different situations. A straightforward way to model certain behaviour is holding a mock conversation with an admin other teacher or students helper in front of the class. Talking about a test or other related topic, be sure to:

- Use polite language
- Maintain eye contact
- Keep phones in your pockets
- Let one another speak uninterrupted
- Raise concern about one another's statement in a respectful manner

After start a class discussion to list and expand upon the ideal behaviors you exemplified.

2. **Let Students help establish Guideline**

Encourage all students to help you build classroom rules, as you will generate more buy in than just telling them what they are not allowed to do. Near start of the year of semester, start a discussion by asking students what they believe should and shouldn't fly. At what points are phones okay and not okay? What are acceptable noise levels during lessons? This may seem like you are setting yourself up for failure, but depending on the makeup of your class you may be shocked at the strictness of some proposed rules. Regardless, having a discussion should lead to mutually understood and respected expectations.

3. **Documents Rules**

Don't let your mutually respected guideline go forgotten. Similar to handling out a syllabus, print and distribute the list of rules that the class discussion generated. Then, go through the list with your students. Doing this emphasized the fact that you respect their ideas and intend to adhere to them. And when a student breaks a rule, it will be easy for your to point to this document. If you are feeling creative, you can include the rule list in a student handbook with important dates, events and curriculum information.

4. **Avoid Punishing the Class**

Address isolated behaviour issues instead of punishing an entire class, as the latter can hurt your relationship with students who are on task and thereby jeopardize other classroom management efforts. Instead call out specific students in a friendly manner. For example:

- "Do you have a question?", not stop talking and disrupting other students"
- "Do you need help focusing?", not pay attention and stop fooling around while I'm talking.

These basic approaches will allow you to keep a friendly disposition, while immediately acknowledging poor behaviour.

5. **Encouraging Initiative**

Promote growth mindset and inject variety into your lessons by allowing students to work ahead and deliver short presentation to share take away points. Almost inevitably, you will have some eager learner in your classroom. You can simply ask them if they'd like to get ahead from time to time. for example one too. When the deliver their subsequent presentations to preview the next chapter on your behalf, you may find that other students want a bit more work as well.

Purpose of the Study

The study is worthy to be conducted due to the following expected importance out of which include:-

✓ It would help in identifying various classroom management techniques used by teachers, since the teachers use various techniques.

✓ The effectiveness of teacher classroom management would be made known and may lead other to follow the most effective managerial techniques used by others to across.

✓ It would also be of help to head teachers in showing them effective management techniques to other colleagues and helping them out on using the same in their classroom with certain amendments.

Research Questions

The following are the research questions of the study:

1. What is the perception of students on teachers' effectiveness on classroom management in senior secondary schools in Sokoto metropolis?

2.   What is the perception of students on teacher dedication to duties in senior secondary schools in Sokoto metropolis?

3.   What is the influence of teachers' classroom management practice on learning activities in senior secondary school in Sokoto metropolis?

Objectives of the Study

1. To explore the perception of students on teachers effectiveness on classroom in senior secondary school in Sokoto metropolis.

2. To investigate the students perception on teachers dedication to duties in senior secondary school in Sokoto metropolis.

3. To assess the influence of teachers classroom management practices on learning in senior secondary schools in Sokoto metropolis.

Methodology

Research design used was a descriptive survey based on the opinion of the students of senior secondary school in Sokoto metropolis on teachers effective classroom management. The population of the study comprises of all the students of senior secondary schools in Sokoto metropolis. Because of time constraint and resources, this research work limited itself to five selected senior secondary schools in Sokoto metropolis which is expected to have representation of the entire senior secondary schools, the schools were selected using convenience sampling technique, the list and population of the schools is given in table 1 below:-

Table 1: Population of the Study

S/No	Name of Schools	Number of Students
1.	Sani Dingyadi Secondary School Sokoto	1662
2.	Nana Girls Secondary School Sokoto	2001
3.	G.D.S.S Kofar Rini	2082
4.	C.O.E Staff Secondary School	768
5.	Sultan Bello Secondary School Sokoto	1504
	Total	**8,017**

  Source: Research Field Work (2022).

Since it is not easy for the researchers to deal with whole population, random sampling and research advisor techniques were used for the study. Random sampling was used for selecting schools. Research adviser method was used for determining samples from the total population, 367 sample of respondents were arrived at. While proportionate sampling technique was used for selection of samples from each school based on their population percentage.

Students Perception on Teachers' Effective Classroom Management Questionnaire **(SPTECMQ)** was used as a method for data collection for the research. The instrument comprises items in which respondents were asked to respond at 4 point Likert scale namely: strongly disagree (SD) disagreed (D) agree (A) and strongly agree (SA) the face validity of the instruments was determined by experts where the reliability was determined through pilot testing and competing of Chron Bach's Alpha, the reliability of the questionnaires for students come out to be of social importance.

Data Presentation and Analysis

Table 2: Students Perception on Teachers Effectiveness on Classroom Management

S/N	ITEMS	SA		A		D		SD	
		F	%	F	%	F	%	F	%
1	Our teachers demonstrate mastery of subject areas during lesson	16	4.3%	307	83.6%	42	11.4%	2	0.7%
2	Our teachers use varieties of teaching method during lesson	300	81.7%	57	15.5%	9	2.5%	1	0.3%
3	Our teachers ensure laws and orders in the class	256	69.7%	104	28.3%	7	2%	0	0%
4	Our teachers maintain good relationship with students	100	27.2%	132	36%	30	8.1%	105	28.7%
5	Our teachers ensure safe and conducive learning environment in the class	39	10.6%	201	54.7%	7	2%	120	32.7%
6	Our teachers encourage group work and interaction with each other in the class for optimal learning	300	81.7%	62	16.8%	0	0%	5	1.5%
7	Our teachers encourage questions and appreciate good behaviour, hardworking and achievements.	87	23.7%	207	56.4%	63	17.1%	10	2.8%
	Average		42.7%		41.6%		6.2%		9.5%
	Mean Average				84.3%		15.7%		

Source: Researcher Field Work (2022)

Under item one, 307 respondents representing 83.6% of the respondents agree that teachers demonstrate mastery area during lesson, while 42 respondents representing 11.4% disagree. From the information. This indicates that teachers demonstrate mastery of area subject during lesson. Item two highlighted that teacher's use variety of teaching method during lesson. 300 respondents representing 81.7% strongly agree with the statement, 57 (15.5%) agree while only 9 respondents with 2.5% disagree. The third item highlighted students responses on teachers ensuring law and order, 132 (6%) agree that teachers ensure law and order while 100 (27.2%) strongly agree that teacher ensures orders in the class, while only 7(2%) respondents disagree.

Fourth item represent good relationship with students, when 132 (36%) of the respondents agree, 100(27.2%) strongly agree while 105(28.7%) of the respondents strongly disagree with the statement. Item five, is based on students responses that teacher ensure safe and conducive learning environment, 201 (54.7%) of the respondents agree, while 120(32.7%) strongly disagree with the statement. Therefore we can conclude that, there are competent teachers in the selected sampled schools. Item six, is based on whether teacher engage students in group work and interaction. 300 respondents representing 81.7% strongly agree with the statement. 62(16.8%) agree while only 5 respondents representing 1.5% strongly disagree. The last item is based on teachers encouragement and appreciation on questions, whereby 207 respondents representing 56.4% agree that teacher encourage questioning, 87 (23.7%) strongly agree with the statement while 63(17.1%) disagree with the statement

Table 3: Students Perception on Teachers Dedication to Duties

S/N	ITEMS	SA		A		D		SD	
		F	%	F	%	F	%	F	%
1	Our teachers come to school in time regularly	62	16.8%	301	82%	3	0.8%	1	0.4%
2	Our teachers come to class in time and regularly	200	54.4%	107	29.1%	39	10.6%	21	5.9%
3	Our teachers adequately use time table to accomplish their planned task and lesson within specific time	106	28.8%	49	13.3%	207	56.4%	4	1.5%
4	Our teachers make satisfactory use of scheme of work and lesson plan for lesson	58	15.8%	200	54.4%	30	8.3%	79	21.5%
5	Our teacher assess and evaluate students in time and regularly	300	81.7%	50	13.6%	10	2.7%	7	2%
6	Our teacher participate fully in the racurricular activities in the school	7	2%	30	8.3%	230	62.5%	100	27.2%
	Total average		33.3%		33.4%		23.6%		9.7%
	Mean average			66.7%				33.3%	

Source: Researcher Field Work (2022)

The above table 3 is based on student's perception on teacher dedication to duties. Student's responses on teacher coming to school in time and regularly. 301 respondents representing 82% agree, 62(16.8%) strongly agree with the statement while only 3 respondents representing 0.8% disagree. Item two, is based on teachers coming to class in time and regularly, 200 respondents representing 54.4% strongly agree, 107 respondents with 29.1% agree with the statement while 39(10.6%) disagree with the statement and only 21(5.9%) strongly disagree. The third item is based on teacher's use of time table for their lesson period. 207 (56.4%) of the respondents disagree that teachers adequately use time table to accomplish planned while 106(28.8%) strongly agree and 49 (13.8%) of the respondents agree with the statement while only 4(1.5%) of the respondents strongly disagree with the statement. The next item number four is based on whether teachers make satisfactory use of scheme of work and lesson plan for lesson, when 200 respondents agree with the statement, 58 (15.8%) of the respondents strongly agree and 79 respondents representing 21.5% strongly disagree, On the issue of assessment and evaluation by teachers, 300 respondents representing 81.7% strongly agree that teachers assess and evaluate students in time and regularly, 50 (13.6%) disagree while only 7 respondents with 2.7% disagree while only 7 respondents with 2% strongly disagree. The last item six is based on student's perception on whether teacher participates fully in the extracurricular activities in the school. 230 respondents with 62.5% disagree that teacher participate in extracurricular activities, 100 respondents representing 27.2% strongly disagree while 30 respondents representing 8.3% agree with the statement and only 7(2%) strongly agree.

Table 4: Influence of Teachers Classroom Management Practice on Learning Activities

S/N	ITEMS	SA		A		D		SD	
		F	%	F	%	F	%	F	%
1	Our Teacher lead by example during lesson	147	40%	201	54.8%	9	2.5%	9	2.6%
2	Use of appropriate content delivery and variety of teaching methods by our teacher significantly influence our learning activities and interest	220	60%	101	27.5%	42	11.4%	4	1.1%
3	Our teacher influence our participation during lesson physically and emotionally	301	82%	8	2.3%	12	3.2%	46	12.3%
4	Respect of our ideas and thoughts by our teachers motivate our learning activities	300	81.7%	37	10%	20	5.6%	10	2.7%
5	Constant assessment and evaluation of students by our teachers encourage use to put more effort in our learning activities	302	82.2%	65	17.8%	0	0%	0	0%
6	Our teachers engage us adequately during lesson	20	5.4%	15	4%	300	81.7%	32	8.9%
	Total average		58.5%		19.4%		17.4%		4.7%
	Mean average			77.9%				22.1%	

Source: Researcher Field Work (2022)

In the first item 201 respondents with 54.8% agree that teachers lead by example during lesson, 147 respondents representing 40% strongly agree with the statement while 9 respondents with 2.6% disagree and strongly agree respectively. Item two request information whether teachers use appropriate content delivery variety 220 respondents representing (60%) strongly agree that their teachers use appropriate content delivery method, 101 (27.5%) agree with the statement, while 42(11.4%) disagree with the statement and only 4 respondents with 1.1% respondents strongly disagree with the statement. The third items is based on teachers influence on student participation during lesson 301 respondents with the highest percentages of 82% strongly agree that teacher influence their participation during lesson physically and emotionally, 8 respondents with 2.3% agree while 12(3.2%) respondents disagree and 46 (`12.3%) strongly disagree with the statement. Item four on the table, highlighted students responses in whether teachers respect their ideas and thoughts, motivate their learning. 300 (81.7%) of the respondents strongly agree that respect of their ideas and thought motivate them to learn and 37 (10%) agree with the statement, while 20 respondents with 5.6% disagree and 10 respondents with 2.7% strongly disagree with the statement. The fifth item request students responses on whether teacher giving them constant evaluation and assessment encourage their learning. 302 respondents with 82.2% strongly agree that teachers giving them constant assessment and evaluation encourage them to learns, 65 respondents representing 17.8% agree with the statement while none of the respondents disagree or strongly disagree with the statement. Lastly, when ask if teachers engage students adequately during lesson, 300 respondents with 81.7% disagree that teacher engage them adequately during lesson, 32 (8.9%) of the respondents strongly disagree while 20 respondents disagree with the statement. Therefore, we can conclude that there is lack of student's engagement during lesson by the teachers.

Results/Findings

Based on the data collected and analyzed the following findings were made with regard to the objectives of the study.

Students perception can be highlighted to be positive responses on classroom management by the teachers in sokoto metropolis when the highest percentages responses on the first item in the questionnaires shows that the total mean average of agreed is 84.3%, while the disagree part takes 15.7% based on the data we can conclude that the responses are positive based on the students perception.

There is a high rate of relationship between effectiveness of classroom management by the teachers and students attitudes towards the instructional materials in secondary schools. The finding is based on the data collected and analyzed in table 4.2.2, whereby the highest percentage of respondents have agreed on the items provided. 66.7% of the total percentages agreed while 33.3% disagreed. Based on the result, we can conclude that, there is a relationship between effective classroom management by the teacher and students attitudes.

Lastly, the study has found that, there is influence of classroom management practice by teachers on student's academic achievement at senior secondary schools. Finding is based on the data presented in table 4.2.4 whereby highest respondents with 77.9% agreed on the items provided, while 22.1% disagreed. Therefore, we can conclude that teacher classroom management practice has influence on student's academic achievement in secondary schools.

Conclusion

The teacher's effective classroom management could encourage student's academic performance. The students perceived that their teachers' classroom management was positive and it also favored their learning in their classes which improved productivity in their areas of learning. Also, teachers' dedication to their duties goes a long way in enhancing student's academic performance. Assessment and questioning also help and serve as an instrument of encouraging students and motivate them to concentrate even more to their studies.

Recommendations

Based on the findings of this research study, the following recommendations were made:-

There is need for teachers to be exposed to different skills on classroom management. This could be through in-services training, conferences seminar etc.

Conducive school climate should be provided where teachers can affect the right classroom management practices without inhibition.

There should be feedback on every aspect of teachers' evaluation. This will enable them identify area of strengths and weaknesses.

Students with consistent behavioural challenges should be referred to the school counselor for necessary support.

Only quality (trained) teachers should be allowed in the school setting. Thus the aspect of professionalizing teaching should be given necessary support.

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