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Teaching-Learning Process: A Veritable Tool for Classroom Management in Kwara State Secondary Schools

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Abstract: The study was carried out to investigate teaching and learning process as a veritable tool for classroom management in Kwara State public junior secondary schools. The descriptive survey design was used in the study. The population of the study comprised all the principals and teachers in 430 in Kwara State secondary schools. The sample comprised 500 respondents which included 50 principals and 450 teachers who were proportionally and randomly selected from 50 public junior secondary schools in the State. Two sets of research instruments were used to collect data for the study. A validated self-designed questionnaire titled 'Teaching-Learning Process Questionnaire' (TLP) was used to collect information from the respondents and Observation schedule titled 'Teachers' Effectiveness Observation Schedule' (TEOS) to collect additional information in the study. The reliability index of the questionnaire was 0.89. Data collected were analyzed using frequency counts, percentage scores and t-test statistics. The hypothesis formulated was tested at 0.05 level of significance. Results indicated that, student-centered approach was found to be predominantly used by the teachers. The result showed that students' centered approach was very effective, 82% and teachers' centered 69% was moderately effective respectively in classroom control and management in public secondary schools in Kwara State. The results further showed that there was no significant difference in teacher-centered and student-centered approaches to teaching in classroom management in public junior secondary schools in kwara State N = 500, $t_{cal.}$ = 1.82, $t_{tab=}$ 1.96, p <.05. The study concluded that, student-centered approach of teaching was predominantly used by teachers in Kwara state junior secondary schools. It was therefore recommended that teachers should make teaching in the classroom more interesting through the use of child-centered approach as the situation demands in order to achieve effective classroom control and management in Kwara State public junior secondary schools.

Keywords: Classroom, Control, Learning process, Management, Student and Teacher Centered Approaches, Teaching.

1. INTRODUCTION

All over the world, the tasks performed by the classroom teachers in schools have increased in scope and become more complicated and complex. For instance, they are expected to write lesson notes, lesson plans, mark register, fill school diary and other records, as well, assess and manage students' behavior, while at the same time, control, direct and organize effectively the classroom activities. Hence, classroom control is the ability of the teacher to set the class in order, control the process of learning behaviour through discipline, and be in-charge so as to facilitate effective learning. According to Fashiku (2016) Classroom control fosters appropriate students' behavior by encouraging them to do the right thing at the right time within and outside the school premises. This can be done when the teachers give clear rules and ethical guidelines to ensure that students understand what is expected of them at a given period of time. Similarly, class control comprised verifying whether everything that occurs in the class is in conformity with the plans, instructions issued and the principles established. It is meant to point out weaknesses and errors in order to rectify them and prevent their future occurrences. In some occasions, it can be regarded as the power and authority of the teacher to direct specific activities of the class and conduct his/her students with a view to ensuring their conformity to the established school rules and regulation for achieving the desired objectives and goals of education.

Classroom control is an attempt to set the behaviour of others for goals or purposes that correspond to the attainment of the goals and objectives of the educational system. For example, if a teacher places a notice on the notice board and everyone in the classroom follows it as

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indicated. This illustration shows that an effective teacher has exercised a mode of effective communication management because students' behaviors are significantly influenced positively by the instruction given. This however indicates that, teaching, learning are synonymous to class control and classroom management cannot be separated because classroom management is characterized by effective discipline, and discipline is seen as an instruction, training of the mind and subjection of self to school rules and regulations (Osakwe, 2014). Studies from various research reports and evidences have shown that an effective teacher knows much about his/her learners ability, capacity and personality and tends to achieve better than the one (teacher) who knows little or nothing about his learners.

Ijaya and Oyedeji (2004) posited that, classroom management is about the teachers' behaviour which involves monitoring of classroom activities aided by appropriate decisions at all spheres of the lesson, namely: the pre-active, interactive and evaluation stage, so that student can attain the desired activities. Classroom management according to Goh Swee Chew (2005) is one crucial dimension of classroom teaching and the tasks of facilitating learning and establishing orders. (Nwankwo 2014).Posited that classroom management involves a positive classroom environment, appropriate standards of behaviors for students, effective management of daily routine and instructions, as well as engaging the students in classroom activities throughout the lessons. As noted by Mezieobi (2006) it involves application of behavioural principles and policies of discipline that are effective to create an ideal academic system and achievement of targeted goals and objectives of the school system.

Evertson and Weinstein (2006) characterized classroom management to be the actions taken to create an environment that supports and facilitates academic and socio-emotional learning. They further explained that, teachers must; develop care, supportive relationship with and among students; organize and implement instructions in ways that optimize students' access to learning; use group management methods that encourage students' engagement academic tasks'; promote development of students' social skills and self-regulation; and use appropriate interventions to assist students with behavioural problems.

Classroom management is the application of behavioral principles and policies that are effective which would bring about ideal organizational standards. This however, assists the teacher to overcome any problem that may arise within the school system. It is expected that, this process will increase the competencies of the teachers to successfully cope with instructional tasks in secondary schools (Ebireri, 2007). Learning according to Osakwe (2006) is a natural process of pursuing meaningful goals, discovery and constructing meaning from information and experience filtered through the learners' unique perceptions, thought and feelings during teaching-learning. In consonance with Ijaya and Oyedeji (2004), Ojerinde (2010) was of the view that, classroom management and control is concerned with operation and control of classroom activities by the teachers. These activities were observed to be more mechanical in nature.

According to Ojerinde (2010) teaching-learning process in secondary schools resides in the teacher using different approaches and whatever the teacher arrived at, in whatever form, classroom control and management influence it. However, among the factors affecting teaching and learning in an organization, particularly in most educational system are matters of the environment, classroom arrangement, students' age and socio-background. On this note, the Encyclopedia (2014) observed learning to be an act of acquiring new modifying or enforcing existing knowledge, behaviours, skills, values or preferences that may involve the use of different types of information. People can learn through schooling, personal experience and personal development and training. This encourages more participation and interaction of students in the classroom and greater focus in the teaching and learning process. As a result, student learning outcomes are improved.

Teaching-learning may involve sharing of experience between the teacher and the learner through expression of interactions with the aim of bringing about a desirable change in behavior of the learner in the classroom. In view of Salami (2009) teaching-learning involves a kind of communication that has an impression in the mind of the learner in such a way that he/she accepts the desirable new experience. Bryant and Hunton (2000) posited that, this level of interaction allows a wider range of participation by the student, leading to an increased state of engagement in the learning environment. Therefore, improving teaching and learning in school should consist of adoption of good strategies outlined for effective improvement of teaching in Nigerian schools (Federal Ministry of Education, 2007).

Two types of approaches can be observed in teaching-learning process in kwara State public junior secondary schools; teacher-centered and student-centered approaches respectively. According to Oyedeji (1998) teacher-centered approach of instruction is more traditional and didactic as students are only made to listen to teachers' presentation and instructions which make them to be passive recipient of information in the classroom. In contrast, student-centered instructional approach provides a learning environment that invites students to actively participate in, and help to shape their own learning experiences either of the two instructional approaches can be used effectively to bring about

effective learning, control and management in the classroom. The researchers perceived teacher-centered approach on one hand as a formal style of teaching with instruction directed to the whole class. For instance, the teacher gives instructions to the student in the classroom with consideration on the content rather than the students learning and making contributions in the class. In the light of this, teacher-centered approach as cited in the training manual of Osun State government's Professional Development Programme for the teachers held in Osun State in 2014 that, the approach puts the teacher literarily in the role of the director of learning and works on the assumption that the teacher knows the best. Furthermore, attention is focused on the subject matter rather than on the learner, so it is seen more as working through the syllabus rather than trying to help the learners. As a result of this, the learners are found to be passive or inactive in the classroom.

Student-centered approach on the other hand is a way of planning learning activities for all the learners during instruction in such a way that learners have freedom to think, communicate and engage in discovering what they know and can do, instead of what the teacher will say and do. For instance, when students are given a task to perform in the classroom, the teacher moves round and monitors, provides assistance ensuring that the task is achievable. Learner-centered approach includes the methods of teaching such as group discussion, group work and project work.

Teaching-learning in Nigerian public secondary schools seems to be a veritable means of ensuring quality education. Observation shows that, the state of teaching-learning process in ensuring quality is fast deteriorating in schools due to the different methods used in imparting knowledge. Consequent upon this, Osakwe (2014) argued that, effective teaching underscores the central position as teacher gives instruction in the classroom. Hence, it is expected that education is required to be a natural tool for individual development. It is against this background that, the researchers carried out an empirical investigation on teaching-learning process as a veritable tool for classroom control and management in public junior secondary schools in Kwara State.

2. OBJECTIVES OF THE STUDY

In the course of this investigation, the following objectives were raised to guide the study:

i. identify the predominant teaching approaches used by teachers in public junior secondary schools in Kwara State; and
ii. assess the level of effectiveness of student-centered and teacher-centered approaches used by the teachers in classroom control and management in public junior secondary schools in Kwara State.

3. RESEARCH QUESTION

a. What is the predominant teaching approach used by the teachers in public junior secondary schools in Kwara State?

b. What is the level of effectiveness of teacher-centered and student-centered approaches used by the teachers in classroom control and management in public secondary schools in Kwara State?

4. HYPOTHESIS

Ho_1: There is no significant difference in teacher-centred and student-centred approaches and classroom management in public junior secondary schools in Kwara State.

5. METHODS

The study adopted the descriptive survey research design carried out ex-post facto. This method allowed the researchers to make a careful record of what was observed and as they existed. The population of the study consisted of all the principals and teachers in 430 Kwara state public junior secondary schools. The sample of this study was made up of 500 respondents including the principals of the 50 sampled public secondary schools through a proportionate simple random sampling technique across the three senatorial districts of the State. Ten respondents composed of one principal and nine teachers were drawn from each school. The school principals were regarded as teachers as some of them still go to teach their subjects of specialization in most schools where teachers are in short supply.

Two sets of research instruments were used to generate data in the study. A questionnaire was developed by the researchers. It was titled Teaching-Learning Process Questionnaire (TLP) and Observation schedule titled Teachers' Effectiveness Observation Schedule (TEOS) adapted from Kwara State College of Education, Ilorin. The TLP was meant to elicit information from the respondents while the observation schedule was used by the researchers to observe the teachers in their classes while teaching to correlate the responses of the respondents. The TLP has two sections; Section "A" and "B." Section A comprised the demographic variables of the respondents, while section B of the TLP comprised 20 questions on the variables of the study (teacher-centered approach, student-centered approach, teaching learning process and classroom control and management). The TLP options were four points Likert type techniques ranging from 4 points for Strongly Agree (SA), 3 points for Agree (A), 2 points for

Strongly Disagree (SD) and 1 point for Disagree (D) respectively. Six experts in the Departments of Educational Management and Educational Foundations and Counselling, Faculty of Education, Obafemi Awolowo University, Ile-Ife, Nigeria moderated the research instrument thereby ensuring its face, contents and construct validity. The reliability index of 0.89 was established using Pearson Product Moment Correlation Statistical tool.

The entire 500 copies of the questionnaire were administered on the respondents by the researchers and two research assistants to avoid loss of the instrument. The instrument were duly completed and retrieved immediately. Thereafter, the data analysis employed was based on descriptive and inferential statistic. The descriptive analysis used was frequency and percentage scores to answer the research questions raised, while inferential statistical tool of t-test was used to test the hypothesis formulated and find out the difference in the two variables of the study. All at 0.05 level of significance.

6. RESULTS

Research Question 1: What is the predominant teaching approach used by the teachers in public junior secondary schools in Kwara State?

To analyze the responses of the respondents on the predominant teaching approach used by the teachers for effective classroom management in public junior secondary schools in Kwara State, frequency counts and percentage scores were used. Strongly Agree and Agree were grouped together as Agree while Strongly Disagree and Disagree were grouped together as Disagree

TABLE 1. PERCENTAGE ANALYSIS OF TEACHING APPROACHES PREDOMINANTLY USED BY THE TEACHERS FOR EFFECTIVE CLASSROOM MANAGEMENT IN PUBLIC JUNIOR SECONDARY SCHOOLS IN KWARA STATE

S/N	Items	SA	A	SD	D	Total
1	Teaching-learning process in my school was Teacher-centred	160	25	275	40	500
		32%	5%	55%	8%	100%
2	Student-centred approach was used for teaching-learning in my school	290	160	35	15	500
		58%	32%	7%	3%	100%

Source: Field Data

In Table 1, 185 respondents which represented 37% agree that teaching-learning process in schools was teacher-centered approach, while 315 people that represents 63% disagree. Responses to items two equally showed that, 450 respondents which represented 90% agreed that students-centered approach was used for teaching-learning, while 50 respondents which represented 10% disagree. The finding indicated that, student-centered approach was predominantly used by the teachers for effective classroom management in Kwara State public secondary schools.

Research Question 2: what is the level of effectiveness of teacher-centered and student-centered approaches used by the teachers in classroom control and management in public secondary schools in Kwara State?

To analyze the responses of the respondents on the level of effectiveness of teacher-centered and student-centered approaches used by the teachers in classroom control and management in public secondary schools in Kwara State, frequency counts and percentage scores were used. Strongly Agree and Agree were grouped together as Agree while Strongly Disagree and Disagree were grouped together as Disagree

TABLE 2. LEVEL OF EFFECTIVENESS OF TEACHER-CENTRED AND STUDENT-CENTRED APPROACHES USED BY THE TEACHERS IN PUBLIC SECONDARY SCHOOLS IN KWARA STATE

Level of effectiveness	**Teachers' centred approach responses**	**Percentage**	**Students' centred approach responses**	**Percentage**
Very Effective	90	18%	410	82%
Moderately Effective	347	69%	65	13%
Not effective	63	13%	25	5%
Total	**500**	**100%**	**500**	**100%**

Source: Field Data

Table 2 shows the level of effectiveness of teacher-centered and student-centered approaches used by the teachers in public junior secondary schools in Kwara State. As shown in the Table, out of 500 (100%) of the respondents that participated in the study, only 90 (18%) indicated that teachers' centered approach was very effective, 347 (69%) shows it was moderately effective while 63 (13%) believed not to be effective. Equally, it was shown in the table that, 410 respondents (82%) indicated that students' centered approach was very effective, 65 (13%) shows it was moderately effective while 25 (5%) indicated that it was not effective. It can be inferred from Table 2 that students' centered approach was very effective and teachers' centered was moderately effective in classroom control and management in public junior secondary schools in Kwara State.

Research Hypothesis

Ho: There is no significant difference in teacher-centered and student-centered approaches and classroom management in Kwara State junior secondary schools

To analyze the responses of the respondents on the difference in teacher-centered and student-centered teaching approaches and classroom management in Kwara State public junior secondary schools, t-test statistics was used.

TABLE 3. T-TEST STATISTIC ANALYSIS OF DIFFERENCE IN TEACHER CENTERED AND STUDENT-CENTERED APPROACHES TO TEACHING AND CLASSROOM MANAGEMENT

Variables	N	$\bar{X}$	SD	Df	Cal. t-val.	Crit. t-tab.	Decision
Teacher-centred approach	500	7.17	1.69				
				498	1.82	1.960	Accepted
Student-centred approach	500	9.42	1.90				

Source; Field Data

Table 3 indicates that, the calculated t-value 1.82 is lesser than the critical t-tab 1.960 at 0.05 level of significance for 498 degrees of freedom. Hence, the hypothesis is accepted. This implies that, no significant difference existed in teacher-centered and student-centered approaches and classroom management in public junior secondary schools in Kwara State.

7. DISCUSSION OF FINDINGS

Findings of the study in Table 1 indicated that, teachers made use of two different approaches in teaching-learning process in enhancing classroom control and management in public secondary schools in Kwara state. Also, it was indicated that, student-centered approach was found to be predominantly used which promoted active participation of the students in the classroom. This finding is in line with the study of Bryant and Hunton (2000) who posited that, the level of interaction in the classroom allows a wider range of participation by the student, leading to an increased state of engagement in the learning environment.

Findings in Table 2 showed that students' centered approach was very effective and teachers' centered was moderately effective in classroom control and management in public secondary schools in Kwara State. The finding is in line with Oyedeji (1998) who posted that student-centered instructional approach provides a learning environment that invites students to actively participate in, and help to shape their own learning experiences effectively to bring about effective learning, control and management in the classroom.

In Table 3, it is clear that no significant difference existed in teacher-centered and student-centered approaches and classroom management in public secondary schools in Kwara State. This finding may as a result of many variables associated with classroom management other than the teaching approaches of the teachers. Such variables include: the mode of discipline in the class, mastery of the subject matter, use of instructional materials, teachers' communication styles, students sitting pattern in the class and a host of others. All these may be present in the classroom learning process of the two categories of teaching approaches. This implies that, the two approaches can be complementary to each other depending on the subject and the topic the teacher wants to teach.

Going by the report of the 100 teachers observed by the researchers, 68% of them were of the view that, student-centered approach was predominantly used in public secondary schools in Kwara State. This however corroborates the findings of the study. Furthermore, the view points of the respondents indicated that, both approaches were in use in the observed schools and both have their advantages and disadvantages.

8. CONCLUSION AND RECOMMENDATIONS

Through the findings of the study, it can be concluded that, student-centered approach of teaching was predominantly used by teachers in Kwara State junior secondary schools. Also, no significant difference was found in student-cantered and teacher-centered approaches of teaching and classroom management among teachers in Kwara State secondary schools.

In view of the findings of the study, the following recommendations were made;

Government, education stakeholders and non-governmental organizations are required to promote teaching-learning process by providing adequate facilities based on various concepts and practical issues relating to classroom control and management. This can be achieved through organizing workshops and seminars for teachers, thereby enhancing their pedagogical skills and competence towards meeting up with the expectation of the general public.

Teachers should intensify efforts on the use students-centered approach with more priority to enhance effective classroom management in Kwara state public junior secondary schools.

Teacher-centered approach should not been seen as an opposing approach to student-centered approach as teaching approaches may be determined by the nature of the topic to be taught in the classroom.

Equally, government should make adequate provision for classrooms facilities and equipment needed for students-centered approach to teaching in all the schools.

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