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ISSUES AND CHALLENGES IN CLASSROOM MANAGEMENT FACING SECONDARY SCHOOL TEACHERS IN ONITSHA SOUTH/NORTH LGA AND PROPOSED SOLUTIONS

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ABSTRACT
The study investigated issues and challenges facing secondary school teachers as well as strategies of overcoming these challenges in Onitsha South and North LGA, Anambra State. The survey was guided by two research questions and utilized a 20- item self structured questionnaire for data collection. The instrument which is structured on a four point modified Likert-type scale was validated and tested for reliability using Cronbach Alpha statistics which yielded an r-coefficient of 0.84. It was administered on a stratified sample of 400 teachers out of 700 teachers in the public secondary schools using Taro Yamane formula and stratified random sampling technique. The data generated was analysed using mean and z- test statistics. The result of data analysis revealed that secondary school teachers in Onitsha South and North LGA are having class room challenges, however there are strategies which if implemented will enable these teachers to overcome the class room challenges facing them. Thus, there is the need for government ministry of Education, parents, community and the students to work in synergy with the teachers so as to ensure a possible elimination of these challenges.

Keywords: Issues and Challenges; Classroom Management; Teachers; Solutions

Introduction

The classroom naturally provides the platform for effective teaching and learning to take place. This implies that the basic foundation for educational development and sustainable improvement in the standard of education is best achieved when the classroom environment is properly managed by the teacher (Ekere, 2019). The teacher as manager has the sole responsibility of ensuring that the human and material resources of the school are utilized efficiently in order to achieve the goals and objectives of the school system (Isuku, 2018). Classroom management is usually a difficult aspect of the teaching profession. This can sometimes be so challenging and discouraging to teachers. However according to Tella, Ajayi and Olowoye (1990) in Arogundade (2009) classroom management is the method or technique which a teacher uses to ensure that learners utilize the available resources and achieve the goals and objectives of the school system in teaching and learning. In the same vein Atanda (2009) opined that classroom management means the use of resources by both teachers and students in order to achieve the expected objectives of the educational system. The need for effective classroom management by teachers can never be over emphasized. This is because it paves way for the teacher to engage

the students in learning (Navigation, 2015) they went further to state that ineffective classroom management makes it difficult for a teacher to adequately perform his basic duties of effective teaching. This in turn makes the students to lose focus and might end up causing disruptions in the classroom. They hinted that effective classroom management ensures efficient use of time and consistency. However, teachers still face a lot of challenges in classroom management.

According to busy teacher. org (nd) the seven most basic classroom challenges teachers struggle with are;

1) Poor seating arrangement due to lack of space; when students are sitting too close to each other, without having adequate space in between their seats. This could hinder the teacher from attending personally to each student. This can easily constitute a classroom management challenge to the teacher.
2) Time constraints; There are times teachers work under limited time. They could be under pressure from the school management schedule or the curriculum maybe too cumbersome for the limited time allotted for its accomplishments. This could easily constitute a big classroom management challenge to the teacher.
3) High noise level; A noisy class is a big classroom management challenge. Whenever students become unruly and noisy, it is said that the teacher has lost control of the class. This is big classroom management challenge because the objective of the school system cannot be realized under such circumstances.
4) Personality clashes; Naturally, a classroom is made of students with different personalities. The extroverts and the introverts, whenever a teacher fails to identify those with these extreme personalities. It becomes a classroom management challenge to the teacher beacy0use the extroverts will end up dominating the class to the detriment of the introverts.
5) Different levels of intelligence; A classroom is normally made up of students with different levels of intelligence and awareness. This means that the teacher will make efforts to achieve balance and fill in these gaps in levels by identifying its existence. The process of identifying these levels can sometimes result to a classroom management challenge to the teacher.
6) Class size; when the class size is too big it poses a big classroom management challenge to the teacher. Imagine a teacher handling more than sixty students in a class when ideally it is not supposed to be so.
7) Monolingual classes; naturally most secondary schools are community based. This means that a whole class can be made up of students from exact community. This is in turn means that they speak the same language. This can sometimes result to constant noise in the class which results often to a big classroom management challenge to the teacher.

In collaboration Adrien (2018) opined that there are eight classroom management challenges which a classroom teacher battles with, they are as follows;

Lack of teamwork among students, teachers having too many roles, teachers not having time for bodily functions, teachers being accountable for even parental roles, teachers working under tight schedules, teachers having to work to impress administrators, teachers having to apply the allotted curriculum to all types of students.

Raising the standard of education not only require the commitment of all stakeholders but very importantly the quality of management of the classroom environment. It is a common knowledge that effective teaching and learning cannot be accomplished without good classroom

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management, it therefore becomes very necessary for teachers to be well equipped with appropriate strategies for managing the classroom to ensure effective teaching and learning.

Some of the strategies for effective classroom management as enumerated by Isuku (2018) are as follows; Teachers should-

Devote adequate time to lesson plan, develop good classroom structure, respect the rights of students, endeavour to always use appropriate instructional methods, use the right instructional materials, have laid down classroom rules and procedures, be his master in his subject area, avoid the use of abusive words or bullying in the class, know his students very well, be audible enough, be flexible etc. To ensure easy and effective classroom management. Teachers must strategize on a daily basis in order to overcome the daunting challenges inherent in classroom management.

Statement of the problem

The climate that exists in the classroom between students and students and between students and teachers is determined by the leadership quality of the teacher which in turn affects classroom morale, conduct and discipline. The reality of the situation is that these students have different backgrounds, ideas and goals which makes the teachers role more challenging in the classroom. Thus, there is the need to know how teachers in Onitsha public secondary schools are coping with the challenges of classroom management.

Research Questions

In order to guide this study, the following research questions have been postulated:

1. What is the classroom management challenges teachers face in secondary schools?
2. What are the strategies teachers can adopt in order to overcome classroom management challenges in secondary schools?

Research Method

The design of the study was a survey. It aimed at eliciting information on the challenges teachers face in secondary schools as well as the strategies for overcoming those challenges in public secondary schools.

The population of the study is the entire teachers in Onitsha South/ North LGA Public Secondary Schools in Onitsha educational Zone. Based on the data from post primary education management board (PPMB) 2018.The population of practicing teachers is 700. To determine the sample for the study, 400 respondents were selected for the investigation using the simple random sampling technique.

The instrument used for collection of data was a structural questionnaire designed by the researchers and titled request for information on issues and challenges in classroom management facing secondary school Teachers in Onitsha North/ South LGA of Anambra State. The questionnaire had a four point rating scale of Strongly Agree (SA), Agree(A), Disagree(D) and Strongly Disagree(SD). The respondents tickled good (>) on the option that best described their opinion. Face and content validity was used to validate the instrument. Draft of the instrument was given to two (2) experts in the Department of Measurement and Evaluation. Cronbach Alpha Method was used to determine the reliability of the questionnaire items used for the study. The co-efficient obtained was 0.84 which was considered high enough to conclude that the instrument was reliable. The researchers personally administered the instrument on the respondents. The researchers waited and collected the completed copies of the questionnaire. All the 400 copies distributed were retrieved. Mean scores were used to answer the research questions. Values were assigned to the opinion of the respondents as follows:

Strongly Agree = 4; Agree=3; Disagree =2; Strongly Disagree = 1

Total =10; 10÷4 = 2.50. Any mean score of 2.50 and above was accepted while any mean below 2.50 was rejected.

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Presentation of Results:

Research Questions I: What are the Classroom Management Challenges Teachers face in secondary schools?

Table I: Mean scores on the Classroom Management Challenges Teachers face in secondary schools.

S/N	ITEMS	TEACHERS OPINION	DECISION
1.	Poor seating arrangement among students due to lack of space.	3.91	Accepted
2.	Teachers not having enough time to prepare lessons.	2.00	Accepted
3.	High noise level in the class due to large number of students.	3.26	Accepted
4.	Having a large class size	4.00	Accepted
5.	Having students of different levels of levels in the same class.	3.95	Accepted
6.	No time for teachers to deal with bodily functions due to lack of toilet facilities.	3.93	Accepted
7.	Teachers being accountable for even the duty of parents and guardians.	3.98	Accepted
8.	Teachers having to play many roles at the same time.	3.95	Accepted
9.	Lack of teamwork among students	3.70	Accepted
10.	Overloaded subject curriculum	3.97	Accepted
Section Mean		**3.67**	**Accepted**

In table 1, items I, 3-7 have mean scores of 2.50 above section and mean of 3.67. This is an indication that the classroom management challenges presented were all accepted by the teachers. The only item they disagreed with is item 2 which states that –"Teachers are not having enough time to prepare lessons as this could mean taking their core duty for granted.

Research question 2: What are the strategies teachers adopt in order to overcome classroom management challenges in secondary schools?

Table 2: Strategies teachers can adopt in order to overcome classroom management challenges in secondary schools.

S/N	ITEMS	TEACHERS OPINION	DECISION
11.	Having adequate time for lesson plan	4.00	Accepted
12.	Development of a good classroom structure	3.95	Accepted
13.	Respect for the right of students	3.85	Accepted
14.	Use of right instructional materials	3.98	Accepted
15.	Having laid down classroom rules and regulations	3.68	Accepted
16.	Teachers being masters of their subject areas	3.97	Accepted
17.	Teachers being audible	3.88	Accepted
18.	Teachers not bullying or abusing students	4.00	Accepted
19.	Teaching with appropriate methodology	3.98	Accepted
20.	Knowing students by their names	3.70	Accepted
	Section Mean	3.90	Accepted

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In table 2, items 11-20 have mean scores above 2.50 and section mean of 3.90. This is an indication that the strategies teachers can adopt in order to overcome classroom management challenges in secondary schools were all accepted by the teachers. It is now the duty of the teachers to implement the strategies in order to overcome the classroom management challenges in secondary schools. The section mean of 3.90 also confirmed what was used.

Discussion of Findings

The first findings of this study show that teachers encounter lots of issues and challenges in classroom management in secondary schools in Onitsha South and North LGA of Anambra State. The problems include: Poor seating arrangement due to lack of space, Time constraints and Time management, High noise level, Personality clashes, different levels and background of students, large class size, and monolingual classes among others.

The second findings shows that the strategies teachers can adopt in order to overcome classroom management challenges in secondary schools include: Having adequate time for lesson plan, development of a good classroom structure, respect for the right of students, use of right instructional materials, having laid down classroom rules and regulations, teachers being masters of their subject areas, teachers being audible, teachers not bullying or abusing students, teaching with appropriate methodology, knowing students by their names, etc.

Conclusion

Teachers undoubtedly face a lot of classroom challenges in Onitsha South and North LGA of Anambra State. However, these challenges can be strategically overcome by teachers, if the government, ministry of education, parents, community, students as well as the teachers themselves play their roles effectively and efficiently.

Recommendations

Following the findings of the study, the following recommendations are made:

1. Teachers should have adequate time for lesson plan.
2. Ministry of Education should place a minimum and maximum class size for secondary schools.
3. Teachers should develop a good classroom structure.
4. Parents and Guardians should desist from turning the school system into Nanny.
5. Teachers should respect the rights of students.
6. Ministry of Education should stop over heating the curriculum with too many subjects.
7. The Government should make the official closing time in secondary schools to be 2pm.
8. Teachers should use right instructional materials.
9. Students should develop teamwork spirit.
10. Teachers should not bully or abuse students.
11. Teachers should teach with appropriate methodology.
13. Teachers should be masters of their subject areas.
14. Teachers should know their students very well

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