IMPROVING LECTURER'S CLASSROOM MANAGEMENT SKILLS FOR QUALITY ASSURANCE IN COLLEGES OF EDUCATIONS IN ENUGU STATE, NIGERIA

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Abstract
The study centered on improving lecturer's classroom management skills for quality assurance in colleges of educations in Enugu State. Three research questions and three hypotheses were formulated for the study. The population for the study consists of 704 male lecturers and 640 female lecturers. The sample for this study comprised 135 respondents (71 male lectures and 64 female lecturers). Multi stage sampling technique was adopted. First, simple random sampling technique was used to sample respondents from public colleges of educations in the State. Three expert validated the instrument. Questionnaire as instrument for data collection was designed by the researcher to elicit appropriate information from the respondents. The reliability co-efficient of the instrument was calculated using cronbach Alpha method. Alpha value was found to be 0.79 indicating high reliability of the instrument. Mean score and standard deviation were used to answer the research questions, and t-test statistic was used to test the hypotheses at 0.05 level of significance. Some of the major findings of the study indicated that effective communication enhance lecturers' classroom management skills for quality assurance in colleges of education in Enugu state. It also revealed that there is great extent to which effective discipline enhance lecturers' classroom management skills for quality assurance in colleges of education in Enugu State. Based on this, it was recommended that Lecturers' should adopt different means of communication that will enable students to decode any information pass across to them.

INTRODUCTION

Background of the Study

The most essential activity in a typical school environment is the ability to organize classroom activities and control the behaviours of students. Teachers have the responsibility of organizing classroom activities and managing students' behaviours in schools (Eze, 2015). As individuals or group of individuals, teachers hold a very important position in educational sector (Modebelu, 2018). They need certain classroom management skills to enable them manage students' behaviour and ensure the maintenance of high standard in schools, since effective teaching and learning cannot be achieved in a mismanaged classroom.

Classroom represents the environment where teaching and learning takes place. Classroom is the power-house in which the success or failure of the teaching and learning processes is generated and sustained (Wigwe, 2013). The classroom is a learning environment where all the factors conducive for learning is put in place, such as physical-sensory elements, that is lighting, colour, sound, space, furniture, among other. It does not necessarily mean an empty room; it includes laboratories,

workshops, open-area situations, among others (Kanu, 2012). The anticipation and objectives of formal education are normally accomplished in the classroom using a well-planned curriculum through effective classroom management.

Management is an important aspect of every organization. Ogbonnaya (2014) defined management as the co-ordination of the resources of an organization through the process of planning, organizing, directing and controlling all energies aimed at recording achievements of the organizational goals. Management in the classroom refers to issues of supervision, the act of handling or controlling the classroom activities successfully. Teachers take actions to create an environment that supports and facilitates both academic and non-academic learning. The ability of the classroom teachers to exercise a reasonable degree of control over students' behaviours in the classrooms depends on the teachers' knowledge and level of classroom management.

Classroom management is well-informed actions taken by teachers to utilize any available resources in schools. Classroom management is the action teachers take to create an environment that supports and facilitates academic, social, and emotional learning (Everton and Weinstein, 2016). Teachers' involvement and cooperation in classroom activities help to foster and establish a productive class environment. It is based on this that Oboegbulem (2016) defined classroom management as the arrangement of students and grouping of activities into units to make for effective teaching and learning. To achieve effective teaching and learning, teachers have to exercise a high degree of control and employ strategic classroom management skills.

Classroom management skill is an intellectual ability possessed by the lecturer based on knowledge about action-situation relationships in the classrooms. Classroom management skill is an essential quality for classroom management, packaged to enhance the minimum standards required for effective classroom management (Eze, 2015). The teacher must have quality classroom management skills in order to be an effective educator. Classroom management skill enables teachers to organize, interpret and control what is happening in the classroom. This informed why Kotter (2012) defined classroom management skills as the body of skills and competences that a teacher manifests in directing the affairs of the classroom organization. The competences and strategies through which a teacher plans, controls and directs the activities of the classroom organization, could be described as class room management skills (Lewis, 2015).

Classroom management skill is one of the most special skills needed by a teacher for effective teaching and classroom organization. It takes a great deal of effort and ability to handle a classroom full of students. The teacher has to be thoroughly knowledgeable in the subject he/she is handling, needs to know how to control a class and maintain discipline and orderliness in the classroom. Oboegbulem (2016) declared that the teachers' management tasks include control of the educational, social and physical environmental components. According to Eze (2015) a teacher needs the following classroom management skills such as motivation, effective communication, effective discipline and time management, authority, knowledge, individualization, and patience in order to become a good teacher. The primary way of transferring knowledge, skills, ideas, values from the teacher to the learners is by means of communication. Ocho (2006), communication is the transferring of a thought, message, idea, feeling or knowledge to another person in such a way that it is understood. This means that whatever you might say or write, if you are not understood by the listener or audience, you have not communicated. Sometimes you may even be misunderstood and your audience may respond in the opposite of your expectation. Communication is a means through which people are linked together for mutual understanding. It is the exchange of information between and among individuals and groups. It is the imparting or interchange of thoughts, opinions and information through speech, writing, gestures and bodily expression. What is important in communication is that the recipient properly decodes and understands the message.

As teachers/lecturers we are more concerned with classroom communication and as educational administrators, we are concerned with institutional communication for the simple reason that there is no learning, no organization, no human interaction or relationship without communication

(Ocho,2006). It is thus clear that communication is central to the successful management of the classroom and the achievement of educational aims. According to Donovan and Cross (2012) the inability of teachers to effectively manage classroom behaviours often contribute to students' low academic achievement. The rationale behind this assertion is that teachers' inability to effectively manage classroom behaviours make it imperative for quality to be assured in teachers' classroom management skills. This is because the quality of learning, among others, depends on the skills exhibited by the teachers in the classroom.

Quality assurance is the process of ensuring that good standard is upheld. Mbaji, Ebirim and Akwali (2012) maintain that quality assurance is the establishment of standard in various processes and activities that lead to the attainment of quality result. Quality assurance is an organized way of encouraging the achievement of good and high standard. Quality assurance in teachers' classroom management skills is the practice to ensure that teachers maintain good standard in the classrooms to achieve the educational goals. Nwite (2012) maintains that quality assurance in teachers' classroom management involves a systematic management, monitoring, and evaluation of procedures adopted to measure the performance of students to ensure that best practices in instructional input and output are maintained in schools.

The goals and expectations of colleges of education are normally accomplished in the classroom using a well-planned curriculum through effective classroom management skills. According to Nwanna (2010) colleges of education are not living up to expectation in discharging their obligations. No wonder Ajayi (2012) lamented that colleges in Nigeria are riddled with crises of various dimensions and magnitude such as overcrowding and indiscipline among students in the classrooms, all of which combine to suggest that the system is at crossroad. This being the case, one may ask whether the expectations and objectives of colleges of education in Nigeria are guided by unskilled staff and mismanaged classrooms. These abnormalities therefore, aroused the interest of the researcher to set at improving lecturer's classroom management skills for quality assurance in colleges of educations in Enugu State.

Statement of the Problem

The ability of any tertiary institution to produce quality output depends to a larger extent on the productivity of the teaching staff. This is because; they are at the center position of implementing the policies and programmes designed by the management to inculcate knowledge and skills to the learners. Unfortunately, it has been observed that tertiary institutions especially Colleges of Education in Nigeria and in Enugu State in particular are unable to produce acceptable number and qualified teachers in recent times. Observation has show that the institution lack sufficient facilities and infrastructures that are needed to facilitate and produce sufficient teachers that will be injected in to primary schools within and outside the state. Colleges of Education which has the mandate of producing teachers for primary and post primary schools are characterized with problems such as insufficient facilities, poor funding, lack of support from international education agencies and lack of willingness on the part of government to sponsor sufficient lecturers for international conferences. Hence, the problem of this study is poor academic staff classroom management skills which the researcher believed that it can be improved upon through effective utilization of quality assurance indices.

Purpose of the Study

The main purpose of this study was to examine, improving lecturer's classroom management skills for quality assurance in colleges of educations in Enugu State. Specifically, the study sought to:-

1. Ascertain how communication enhances lecturers' classroom management skills for quality assurance in Colleges of Education in Enugu State.
2. Ascertain how discipline enhances lecturers' classroom management skills for quality assurance in Colleges of Education in Enugu State.
3. Ascertain how time management of lecturers' enhances their classroom management skills for quality assurance in Colleges of Education in Enugu State.

Research Questions

The following research questions guided the study:-

1. How would communication enhance lecturers' classroom management skills for quality assurance in colleges of education in Enugu State?
2. How would effective discipline enhance lecturers' classroom management skills for quality assurance in colleges of education in Enugu State?
3. How would time management enhance lecturers' classroom management skills for quality assurance in colleges of education in Enugu State?

Hypotheses

The following null hypotheses which were tested at 0.05 level of significance guided the study.

HO_1:- There is no significant difference in the mean ratings of male and female lecturers on how effective communication enhances lecturers' classroom management skills for quality assurance in colleges of education in Enugu State.

HO_2:- There is no significant difference in the mean ratings of male and female lecturers on how effective discipline enhances lecturer's classroom management skills for quality assurance in colleges of education in Enugu State.

HO_3:- There is no significant difference in the mean ratings of male and female lecturers on how time management enhances lecturer's classroom management skills for quality assurance in colleges of education in Enugu State.

Research Method

The design of this study was descriptive survey research design. Descriptive survey research design, according to Nworgu (2016), is a study in which a group of people or items are studied by collecting and analyzing data from few people or items considered to be representative of the entire group. The study was carried out in Enugu state. The population for this study comprised of 1,344 academic staff in the public colleges of educations in Enugu State. Available data show that there are 704 male lecturers and 640 female lecturers in the public colleges of educations in Enugu State. The sample for this study comprised 135 respondents (71 male lectures and 64 female lecturers). multi stage sampling technique was adopted. First, simple random sampling technique was used to sample respondents from public colleges of educations in the State. Proportionate random sampling technique was later used to sample 10% of male and female lecturers from the entire population. While the instrument for data collection was a structured questionnaire titled "Classroom Management Skills for Quality Assurance (CMSQA) Questionnaire. The instrument was developed by the researcher and it has two sections, A and B. Section A deals with the bio-data of the respondents while section B deals with information on strategies for improving lecturer's classroom management skills for quality assurance. The instrument was faced validated while the reliability co-efficient of the instrument was calculated using Cronbach Alpha method. Alpha value was found to be 0.79, indicating high reliability of the entire instrument. Mean score and standard deviation were used to answer the research questions, and t-test statistic was used to test the hypotheses at 0.05 level of significance.

Results

The results are presented in tables according to research questions.

Research question one

How would effective communication enhance lecturer's classroom management skills for quality assurance in colleges of education in Enugu State?

Table 1:- Mean rating score of male and female lecturers on how effective communication enhances lecturer's classroom management skills for quality assurance in colleges of education in Enugu State.

S/N	Communication enhances lecturer's classroom management skills	71 Male Lecturers $\bar{X}$	SD	Decision	64 Female Lecturers $\bar{X}$	SD	Decision
1.	Make use of facial expression in communicating to students	2.56	0.98	G.E	2.62	0.97	GE
2.	Permits students to freely express their self during teaching in the classroom	2.87	0.92	GE	2.93	0.87	GE
3.	Use abusive language in communicating to students	2.49	1.05	LE	2.43	1.03	LE
4.	Teachers uses clear, simple and unambiguous words with students during teaching	2.99	0.87	GE	3.02	0.69	GE
5.	Uses respectful tones of voices in communicating with students	3.05	0.66	GE	2.83	0.86	GE
6.	Does not listen to students complaints	2.47	0.90	LE	2.47	0.94	LE
7.	Encourages expressions of opinion and view from students	3.21	0.65	GE	3.14	0.65	GE
8	Use body sign and gesture to correct students	2.99	0.84	GE	2.55	0.73	GE
9	Avoid the use of technical jargons in teaching	2.61	0.70	GE	2.95	0.69	GE
10.	Uses loud and harsh voice in communicating to students	2.44	0.99	LE	2.39	0.96	LE
11.	Uses both writing and oral communication	3.08	0.66	GE	2.73	0.84	GE
	Cluster Mean	**2.79**	**0.83**	**GE**	**2.73**	**0.84**	**GE**

Data presented in table 1 shows that respondents responded to a great extent in all items except item 3, 6 and 10 which rated low extent. The cluster mean of 2.79 and 2.73 for male and female lecturers respectively and standard deviation of 0.83 and 0.84 for male and female lecturers respectively implies that there is great extent to which effective communication enhances lecturer classroom management skills for quality assurance in colleges of education in Enugu state.

Research Question Two

How would effective discipline enhance lecturer's classroom management skills for quality assurance in colleges of education in Enugu State?

Table 2:- Mean rating score of male and female lecturers on how effective discipline enhances lecturer's classroom management skills for quality assurance in colleges of education in Enugu State.

. S/N	How discipline enhances lecturer's classroom management skills	71Male lecturers $\bar{X}$	SD	Decision	64Female lecturers $\bar{X}$	SD	Decision
12.	Students are not allowed to be loiter about during the school hour	2.65	0.99	G.E	2.70	0.97	GE
13.	Punishment is used to correct deviant and delinquent behaviours among students	2.53	1.02	GE	2.51	1.02	GE
14.	Certain right and privileges are withdraw from students to correct deviant behavior	3.07	0.65	GE	2.98	0.85	GE
15.	Teachers use eyes contact to correct some deviant act in the class.	3.12	0.64	GE	3.17	0.63	GE
16.	Rewards and praises are used by the teachers to encourage discipline among the students.	3.10	0.65	GE	3.02	0.69	GE
17.	Teachers uses sanction or threats to make students obey certain rules and regulations	2.64	0.89	GE	2.79	0.86	GE

18.	Teachers enact rules and regulations that restrict students from unauthorized movement both within and outside the classroom	2.83	0.86	GE	2.76	0.86	GE
	Cluster Means	**2.84**	**0.81**	**GE**	**2.85**	**0.84**	**GE**

The data presented on table 2 shows that respondents rated great extent on all items that addresses discipline as a classroom management skill. The cluster mean of 2.84 and 2.85 for male and female lecturers respectively and standard deviation of 0.81 and 0.84 for male and female lecturers respectively implies that there is great extent effective discipline lecturers' classroom management skills for quality assurance in colleges of education in Enugu state.

Research Question Three

How would time management enhance lecturer's classroom management skills for quality assurance in colleges of education in Enugu State?

Table 3:- Mean rating score of male and female lecturers on how time management enhances lecturer's classroom management skills for quality assurance in colleges of education in Enugu State.

S/N	How time management enhances lecturer's classroom management skills	71 Male lecturers $\bar{X}$	SD	Decision	64 Female lecturers $\bar{X}$	SD	Decision
19.	Teachers utilize time meant for a period or two period as case may be to teach	3.07	0.65	G.E	2.96	0.70	GE
20.	Teachers stayed in the class beyond the time allocated for the lesson	2.57	0.89	GE	2.63	0.78	GE
21.	Uses much time in introducing the lesson	2.64	0.78	GE	2.57	0.89	GE
22.	The teachers map out insufficient time for evaluation	2.97	0.70	GE	2.83	0.69	GE
23.	The teacher uses much time in copying note at expense of explanation.	2.80	0.76	GE	2.97	0.70	GE
24.	Spend much time to correct students when display unacceptable behavior in the class	2.73	0.75	GE	3.02	0.65	GE
25..	Teacher map out insufficient time to make use of instructional materials	2.82	0.69	GE	2.58	0.89	GE
	Cluster Mean	**2.80**	**0.74**	**GE**	**2.79**	**0.76**	**GE**

Data presented on table 3 shows that respondents responded to a Great extent in all items. The cluster mean of 2.80 and 2.79 for male and female teachers respectively and standard deviation of 0.74 and 0.76 for male and female lecturers respectively implies that there is great extent lecturers manage their time as classroom management skill for quality assurance in colleges of education in Enugu state.

Testing of Hypotheses

HO_1:- There is no significant difference in the mean ratings of male and female lecturers on how effective communication enhances lecturer's classroom management skills for quality assurance in colleges of education in Enugu State.

Table 4: t-test of male and female lecturers on how effective communication enhances lecturer's classroom management skills for quality assurance in colleges of education in Enugu State.

Group	N	$\bar{X}$	SD	DF	t-cal	t-critical	Decision
Male lecturers	71	2.79	0.83	133	0.18	1.96	Not Significant
Female lecturers	64	2.73	0.84				

Table 4 above shows the independent t-test analysis of the mean difference in the response opinions of male and female lecturers on how effective communication enhances lecturer's classroom management skills for quality assurance in colleges of education in Enugu State. The result on Table 4 shows that the calculated t-value (0.18) was less than the critical value (1.96). The null hypothesis was not rejected. Therefore, there is no significant difference in the mean ratings of male and female lecturers on how effective communication enhances lecturer's classroom management skills for quality assurance in colleges of education in Enugu State. The hypothesis is, therefore not rejected.

HO_2:- There is no significant difference in the mean ratings of male and female lecturers on how effective discipline enhance lecturer's classroom management skills for quality assurance in colleges of education in Enugu State.

Table 5: t-test of significant difference between the mean score of male and female lecturers on how effective discipline enhances lecturer's classroom management skills for quality assurance in colleges of education in Enugu State.

Group	N	$\bar{X}$	SD	DF	t-cal	t-critical	Decision
Male lecturers	71	2.84	0.81	133	0.33	1.96	Not Significant
Female lecturers	64	2.85	0.84				

Table 5 above shows the independent t-test analysis of the mean difference in the response opinions of male and female lecturers on how effective discipline enhance lecturer's classroom management skills for quality assurance in colleges of education in Enugu State. The results on Table 5 show that the calculated t-value (0.33) was less than the critical value (1.96). The null hypothesis was not rejected. Therefore, there is no significant difference in the mean rating scores of male and female lecturers on how effective discipline enhance lecturer's classroom management skills for quality assurance in colleges of education in Enugu State.

HO_3:- There is no significant difference in the mean ratings of male and female lecturers on how time management enhance lecturer's classroom management skills for quality assurance in colleges of education in Enugu State.

Table 16: t-test of significant difference between the mean rating scores of male and female lecturers on how time management enhance lecturer's classroom management skills for quality assurance in colleges of education in Enugu State.

Group	N	$\bar{X}$	SD	DF	t-cal	t-critical	Decision
Male lecturers	71	2.80	0.74	133	0.27	1.96	Not Significant
Female lecturers	64	2.79	0.76				

Table 6 above shows the independent t-test analysis of the mean difference in the response opinions of male and female lecturers on how time management enhance lecturer's classroom management skills for quality assurance in colleges of education in Enugu State. The result on Table 6 shows that the calculated t-value (0.27) was less than the critical value (1.96). The null hypothesis was not rejected. Therefore, there is no significant difference in the mean rating of male and female lecturers on how time management enhance lecturer's classroom management skills for quality assurance in colleges of education in Enugu State.

Discussion of Findings

Evidence from the study shows that the male and female lecturers share the view that effective communication enhances lecturers' classroom management skill for quality assurance. In other words, it shows that lecturers responded to a great extent in relation to effective communication been used as classroom management skills by lecturers for quality assurance in colleges of education in Enugu

state. The findings agree with Ocho (2006) who opinioned that for a meaningful thing to take place in a classroom, effective communication is needed. He believes that for any teacher or lecturer to effectively teach students he/she needs effective communication. The findings also show that, there is no significant difference in the mean ratings of male and female lecturers on how effective communication enhances lecturer's classroom management skills for quality assurance in colleges of education in Enugu State.

The findings of this study show that there is great extent to which effective discipline enhances lecturer classroom management skill for quality assurance in colleges of education in Enugu state. In the study the respondents agreed that punishment is used to correct deviant and delinquent behaviours among students. The findings agree with Kanu (2012) who opinioned that orderliness and good conduct of student is very vital for effective management of the class. The result also shows that there is no significant difference in the mean rating scores of male and female lecturers on how effective discipline enhance lecturer's classroom management skills for quality assurance in colleges of education in Enugu State.

The findings of this study show that male and female lecturers share the view that lecturers manage their time as classroom management skill for quality assurance. In other words, it shows that lecturers responded to a great extent in relation to time management as classroom management skill for quality assurance in colleges of education in Enugu state. The findings agree with Nwana (2010), who opines that lecturers who understand and use time management strategies are an asset to the student who is not labeled with a disability, but may have other underlying causes for work delays. The practice of using time management strategies can aid in designing classroom rules that will facilitates all students.
It shows that there is no significant difference in the mean rating of male and female lecturers on how time management enhance lecturer's classroom management skills for quality assurance in colleges of education in Enugu State.

Recommendations

Based on the findings, the following recommendations were proffered.

1. Lecturers should adopt different means of communication that will enable students to decode any information pass across to them.
2. Management and lecturers should adopt different means of inculcating discipline into their students such as punishment.
3. Lecturers should always reward and motivate their students through positive words gift any students perform well.
4. Conference, seminars, and other staff development programmes should be regularly organized for lecturers to acquaint them with latest innovations in classroom management.

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