

Class Size and Teachers Classroom Control in Public Secondary Schools in Uyo Educational Zone

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Abstract:- The study investigated Class Size and Teachers' Classroom Control in Public Secondary Schools in Uyo Education Committee (LEC) of Akwa Ibom State. Two research questions were raised and the two research hypotheses were formulated to guide the study. The design of the study was ex-post facto. The population comprised 4937 SSII students in the fourteen public secondary schools in Uyo LEC. Stratified random sampling technique was used to select the sample size of 500 students. A researcher-developed instrument, "Class Size and Teachers' Classroom Control Questionnaire" (CSTCCQ) validated by experts, were used to gather the data. The reliability co-efficient of the instrument was determined using the Cronbach Alpha. The reliability index of 0.86 was obtained. The mean and standard deviation were used to answer the research questions while the independent t-test was used to test the hypotheses at .05 alpha levels. The findings of the study reveal that there is significant difference in teachers' engagement of students during class activities and supervision based on class size. The study therefore concluded that a school should have a class size that the teachers should be able to manage while being cost effective since the size of a class significantly relates to teachers' classroom control in public secondary school in Uyo Local Education Committee of Akwa Ibom State. It was recommended that all the teachers in Akwa Ibom State should be trained and re-trained in classroom management.

I. INTRODUCTION

In an attempt to put sound education on ground worldwide, many factors have been identified as being responsible for the falling standard of education where it is perceived and established. Among such factors is the issue of

class size. Adeyemi (2008) defined class-size as an educational tool that can be described as an average number of students per class in a school. A lot of argument has gone on the impact of class size on performance, some fingering over-bloated class-size as the main factor responsible for falling standard of education most especially in the elementary or secondary level of education in Nigeria and Akwa Ibom State in particular, however others see this as mere coincidence seeing other factors as being responsible.

The classroom teacher has the right to decide on what content of instruction to present to the learners, supervise and engage students during lesson delivery. Classroom control can be defined as an intelligent manipulation of situations and factors in the classroom which combine together to serve the purpose of instruction. Johnson and Bany in Mbakwem (2001) sees classroom control as the process of organizing and co-ordinating the willing effects of children to achieve their own as well as the stipulate goals. This entails supervising, engaging the students during learning and integrating certain non-academic activities which are geared towards effective teaching.

Teachers' engagement of students is a process whereby the teacher creates a right classroom climate for learning, raising students' expectation, developing a rapport with them, establishing routines, challenging them to participate in class activities (Goss, Sonnemann, and Griffiths, 2017:2). Thereby, teachers' engagement of students is the process whereby the teacher occupies the students with class activities such as, assignment, project, class-work etc. Engagement of students cannot be accomplish without supervision. Supervision is the act of helping the learners to improve in learning (Igbo in Eya and Chukwu 2007:2). In general, supervision is the process of

assisting, guiding, advising and stimulating growth in learners in order to improve the quality of their work.

Class-size is an important factor with respect to teachers' effectiveness. There is a consensus among researchers and educational scholars that teachers' effectiveness decreased as class-size increases. The effect of class-size cognitive in achievement has been debated and researched for many years, this has been inconclusive. Class-size refers to educational tools that can be used to describe the average number of students per class in a school. In emphasizing the importance of class-size to the learning teaching process, All Nigeria Conference Of Principals Secondary Schools (ANCOPSS) and Federal Republic of Nigeria [FRN](2004) recommended a maximum of 40 students per class for efficient and effective teaching. Adeyela in Babatunde and Olanrewaju (2014) found in her study that large class size is not conducive for serious academic work. Nwosu (2016) observed that class size determines teachers' classroom effectiveness. Similarly Egede (2005) in Adayemi (2008) pointed out that an alarming class-size of 100 or more students in the secondary schools leave the teacher overworked and therefore unable to exercise patience and positive attitude. Hence, the researcher observed large class size as a result of government initiative of free education in Akwa Ibom State and decided fill the gap by investigating into class size and teachers' classroom control including engagement of students during class activities and supervision in public secondary schools in Uyo Educational zone.

II. STATEMENT OF PROBLEM

Schooling has multiple purposes, for instance, higher levels of schooling are associated with higher earnings and economics mobility, better health, lower mortality rates and greater participation in the leadership process in one's immediate and the global community. In an attempt to put a sound education on ground worldwide, many factors have been identified as being responsible for the falling standard of education in some nations of the world. Among such factors are the issues of class-size and classroom congestion, improper supervision and negative classroom interaction which are common features of secondary schools in Nigeria and Akwa Ibom State in particular. Schools in Uyo Local Education Committee are faced with the problem of overcrowded classrooms owing to the current free and compulsory education initiatives of the state government.

These have negative, influence on both secondary school teachers productivity, students learning input and secondary school students' academic performance. In particular, poor scholastic achievement can influence the reputation of a school, because academic success is associated with the quality of the school. In view of these, the study focuses on class-size as it correlates with teachers' effectiveness in secondary schools in Uyo Educational zone of Akwa Ibom State.

III. PURPOSE OF THE STUDY

The purpose of this study was to investigate class-size and teachers' classroom control in Uyo Educational zone of Akwa Ibom State, specifically the study is set.

- To determine the difference in teachers' engagement of students during class activities base on class size.
- To examine the difference in teachers' supervision of students during class activities base on class size.

➤ *Research Question*

- What is the difference in teachers' engagement of students during class activities base on class size
- What is the difference in teachers' supervision of students during class activities base on class size

➤ *Hypotheses*

HO₁ There is no significant difference in teachers' engagement of students during class activities base on class size

HO₂ There is no significant difference in teachers' supervision of students during class activities base on class size.

IV. RESEARCH METHOD

A. *Design of the Study*

Ex-post facto research design was employed in this study. This is because the research design does not allow the variables to be manipulated. Hence, it is suitable for this study because the study is non-experimental, and involves the use of facts or data that cannot be manipulated.

B. *Area and the Population of the Study*

This study was carried out in Uyo Local Educational Committee (LEC) of Akwa Ibom State. Uyo Educational Zone is bounded by the following local government areas: Itu, Nsit Ubom, Uruan, Ibesikpo Asutan Abak, and Ibiono. The population of the study consisted of the principals (14) who were drawn from the fourteen public secondary schools in Uyo Education Zone. The population of students as ratters of their teachers were 4937 SSII Students from the 14 public secondary schools.

C. *Sample and Sampling Technique*

The sample for the study was 543 students, drawn from 4937 SSII students in Uyo Educational Zone of Akwa Ibom State. This figure represents 11% of the target population. Stratified Random Sampling Technique was employed for the selection. The sample distribution is revealed in table 1.

Class	Gender	Students	Population	Students Sample 11%
SSII	Male		2021	222
	Female		2916	321
Total:			4937	543

Table 1. Population and Sample Distribution of Respondents

Table 1. Represents the Population and sample of students from the 14 public secondary schools in Uyo LEC.

V. INSTRUMENT FOR DATA COLLECTION

A researcher developed instrument titled Class Size and Teachers Classroom Control Questionnaire (CSTCCQ) and secondary sources were used data collection. CSTCCQ addressed two variables. A total of 10 items statements formed the CSTCCQ. The instrument was divided into 2 sections; A, B Section A focused on information on respondents' biographic data such as gender, age, qualification and size class based on students' population. Section B comprised 15 items designed to find out how class size is related to teachers' classroom control of secondary school based on the variables such as teachers' engagement of students during class activities and supervision. In this section, the respondents were required to tick the options that best suit their opinion using the four point rating scale of strongly agree, agree, strongly disagree, and disagree. The responses were scored as follows SA-Strongly Agree points, A-Agree 3 points, SD-Strongly Disagree 2 points, and D-Disagree 1 point.

VI. VALIDITY OF THE INSTRUMENT

In order to establish the validity of the instrument, the researcher developed the instruments which were given to three experts in test and measurement from the faculty of education, University of Uyo for scrutiny, in order to ensure that they measured what they were purported to measure. These experts agreed that the questions were relevant, clear, and specific. Some questions were however, restructured and some were added as a result of their advice.

Class size	N	Mean of teachers' engagement of students	S.D
Small class size	7	13.28	1.21
Large class size	7	10.00	3.12

Table 2. Result of mean and standard deviation analysis on teachers' engagement of students during class activities based on class size in public secondary schools in Uyo Education zone of Akwa Ibom State.

VII. RELIABILITY OF THE INSTRUMENT

The reliability of the instruments was determined by using test re-test method to establish the reliability of the instrument CSTCCQ. This was tested using Cronbach alpha and it yielded an overall reliability coefficient of 0.86, which was considered high enough for use in the study.

VIII. ADMINISTRATION OF THE INSTRUMENT

The instruments were administered personally by the researcher to the respondents. The instruments were retrieved and scored for analysis and interpretation in subsequent section of the study.

IX. METHOD OF DATA ANALYSIS

Mean and Standard Deviation Analysis were used to answer the research questions while the independent t-test analysis was used to test the null hypotheses at 0.05 significant level.

X. RESULTS

The results of the study are presented in the table below according to the research questions and hypotheses.

Research Question 1

What is the difference in teachers' engagement of students during class activities based on class size in public secondary schools in Uyo Educational zone of Akwa Ibom State?

Entries in table 2 reveals the high and low mean score of 13.28 and 10.00 for teachers’ engagement of students based on large and small class size respectively. The result means that teachers’ engagement of students is more effective in small size class than in the large ones. In other words, class size influences teachers’ engagement of students during class activities. A small or medium class could enhance a better engagement of students than a large one hereby promoting a better teachers’ classroom control in Uyo LEC.

Research Question 2

What is the difference in teachers’ supervision of students during class activities based on class size in public secondary schools in Uyo Educational zone of Akwa Ibom State?

Class size	N	Mean of teachers’ classroom Supervision	S.D
Small class size	7	14.29	1.11
Large class size	7	9.00	3.27

Table 3. Result of mean and standard deviation analysis on teachers’ supervision of students during class activities based on class size in public secondary schools in Uyo Education zone of Akwa Ibom State.

Entries in table 3 reveals the high and low mean score of 14.29 and 9.00 for teachers’ classroom supervision based on large and small class size respectively. The result means that teachers’ classroom supervision is more effective in small size class than in the large ones. In other words, class size influences teacher’ classroom supervision in Uyo LEC. This

means that size of a class determines teachers’ effectiveness classroom supervision. A small or medium class could therefore, be easily supervised than a large one hereby promoting teachers, effectiveness.

• *Testing of Hypothesis*

Class size	N	means of teachers’ Classroom control	S.D	t-cal	t-crit	Decision
Small class	7	13.28	1.21	2.25	2.18	N
Large class	7	10.00	3.12			

Table 4. T-test Analysis of no significant difference in teachers’ engagement of students in class activities based on class size in public secondary school in Uyo Education zone of Akwa Ibom State.

Table 4 reveals that the calculated t-value of 2.25 is greater than the critical t-value of 2.18 at 0.05 levels of significance with 12 degree of freedom. With this result, the new hypothesis which claimed a no significant difference in teachers’ engagement of students during class activities based on class size is rejected in favour of the alternate one

hypothesis. This result means that class size influences teachers’ engagement of students during class activities in public secondary schools in Uyo Local Educational Zone of Akwa Ibom State.

Class size	N	means of teachers’ Supervision of students	S.D	t-cal	t-crit	Decision
Small	7	14.29	1.11	3.52	2.28	N
Large	7	9.00	3.27			

Table 5. T-test Analysis of no Significant Differences of teachers’ supervision of students during class activities

Table 8 reveals that the calculated t-value of 3.52 is greater than the critical t-value of 2.28 at 0.05 levels of significance with 12 degree of freedom. With this result, the new hypothesis which claimed a no significant difference in teachers’ supervision of students during class activities based on class size is rejected in favour of the alternate one hypothesis. This result means that class size influences teachers’ supervision of students during class activities in

public secondary schools in Uyo Local Educational Zone of Akwa Ibom State.

XI. SUMMARY OF FINDINGS

From the analysis of data collected the following findings were made:

- Class size influences teachers' engagement of students through assignment.
- Class size influences teachers' engagement of students through class-work.
- Class size determines teachers' engagement of students through asking of questions.
- Class size influences teachers supervision of students during class activities

XII. DISCUSSION

Table one shows that class size determines teachers' engagement of students during class activities in schools. This finding is in agreement with the finding of Nwosu (2016) when he wrote that class size determined teachers' classroom control. The finding also showed that class size determines teachers' supervision of students during class activities. This finding is in agreement with the finding of Adeyela in Babatunde and Olanrewaju (2014), that large class size is not conducive for serious academic work.

XIII. RECOMMENDATION

Based on the findings the following recommendations were made:

- School administrators should intensify effort to build more classroom as to reduce the class size.
- The ministry should employ more teachers as to cope with the students' population.
- The school administrators should design desk in the classroom as to allow free movement of both teachers and students a better supervision during class activities.
- The school administrators should be organising regular seminar and workshop on classroom management.
- The school management should ensure a class size that teachers should be able to control.

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