Classroom Management Strategies for Effective Teaching of Business Studies in Upper Basic Education Level of Abakaliki Education Zone in Ebonyi State of Nigeria

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Abstract

A good teacher should be able to manage and control the classroom for effective teaching and learning, so that teaching quality in the overall educational process can be achieved. This is where classroom management comes in as classroom management establishes and sustains an orderly environment in the classroom, increases meaningful academic learning and facilitates social and emotional growth, and decreases negative behaviors. Secondary schools in Nigeria are riddled with various problems such as overcrowding and indiscipline among students in the classrooms (Amesi; et al, 2014). As observed by existing situations, there has been an outrageous class size due to increase of students in public secondary schools which outweighs the teacher-student ratio of 1:40 recommended by the National Policy on Education (FBN, 2013) coupled the students' participation in the classroom' activities and performance which seem to be negatively affected by dull, unaired, noisy and ill-prepared classroom environment. Also, the inability of teachers to effectively manage classroom behaviors often contributes to students' low academic achievement. However, from the responses of the questionnaires answered, it was discovered amongst others that cognitive and preventive classroom management strategy are the classroom management strategies for effective teaching of business studies. It therefore recommends amongst others that Teacher education institutions should pay more attention to imparting classroom management strategy skills on teacher-trainees.

Key words: cognitive, preventive, classroom management, strategies, effective teaching, learning

Introduction

A good teacher is a person who can be able to manage and control the classroom for effective teaching and learning, so that teaching quality in the overall educational process can be achieved. Effective teaching is a building block of high student achievement which requires creativity, innovation, and adoption of various teaching strategies (Onajite and Aina, 2014).

The skills required to achieve effective teaching involve more than just expertise in an academic field (Adediran, 2014). Teaching occurs when an individual deliberately attempts to assist another individual or a group of people performing a skill or learning a specific activity or concept (Muneja, 2013).

Since effective teaching and learning cannot be achieved in a mismanaged classroom, the most essential activity in a typical school environment is the ability to organize classroom activities and manage the behaviors of students. Teachers have the responsibility of organizing classroom activities and managing students' behaviors in schools (Al-Zu'bi, 2013). He stated that as individuals or groups of individuals, teachers hold a very important position in the educational sector and so they need certain classroom management strategies to enable them to manage students' behavior and ensure the maintenance of high standards in schools.

On the other hand, management is an important aspect of every organization. Amesi and Sobere, (2019) defined management as the coordination of the resources of an organization through the process of planning, organizing, directing, and controlling all energies aimed at recording achievement 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 action to create an environment that supports and facilitates both academic and non-academic learning (George et al, 2017). They argued the ability of the classroom teachers to exercise a reasonable degree of control over students' behaviors in the classrooms depends on the teachers' knowledge and level of classroom management. Classroom management is the process by which teachers and schools create and maintain appropriate behavior of students in classroom settings. The purpose of implementing classroom management strategies is to enhance prosocial behavior and increase student academic engagement (George et al, 2017, Amesi and Sobere, 2019). Effective classroom management principles work across almost all subject areas and grade levels (Deb, 2018). He defined Classroom management as those actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning. Teachers' involvement and cooperation in classroom activities help to foster and establish a productive class environment. It is based on this that Jones and Jones, (2012) 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 actions.

Being strategic is simply having a means or procedure for doing something. This implies that strategy is a careful plan or method for achieving a particular goal usually over a long period. Accordingly, Khewu (2012) described strategy as a method, road map, blueprint worked out in advance for achieving some objectives. Amesi, Akpomi, and Okwuanaso (2014) explained that strategy is deliberately choosing a different set of activities to deliver a unique mix of value. This implies that the strategies adopted by the teachers are geared toward achieving instructional goals.

Classroom management strategy is an intellectual action taken by the teacher based on knowledge about action-situation relationships in the classrooms (Teacher Certification Degrees, 2018). Classroom management strategy is an essential tool for classroom management, packaged to enhance the minimum standards required for effective classroom management (Korpershoek et al, 2014). They also added that a teacher must have working classroom management strategies to be an effective educator. Having a classroom management strategy enables teachers to organize, interpret and control what is happening in the classroom. This informed why Mwaniki, (2012) defined classroom management strategies as the body of skills and competencies that a teacher manifests in directing the affairs of the classroom organization. Similarly, Al-Zu'bi, (2013) described classroom management strategies as the techniques and strategies through which a teacher plans, controls and directs the activities of the classroom organization.

Additionally, it is important to note that classroom management strategy is one of the most special actions 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 maintains discipline and order in the classroom. Agu (2021), declared that the teachers' management tasks include control of the educational, social, and physical environmental components.

Also, Classroom management strategies consist of many interrelated and complex activities taken by the teacher to create a proper learning environment. According to Amesi and Sobere, (2019), effective teachers monitor learning and use their findings to adjust instruction so that all students in the classroom will understand the lesson regardless of the range of the students' abilities.

Motivating students and monitoring the progress of daily work or homework is part of classroom management strategies. Class environment affects the quality of teacher-student relations because such environment determines the activities that go on there and the degree of comfort under which the teacher teaches and the learners learn (Bassey, 2012). The teacher, as the class manager, is expected to use his informed strategy to arrange the class environment. Al-Zu'bi, (2013), maintained that a well-arranged classroom motivates students, enhances learning, and assists in recalling what is learned.

Teachers' employment of classroom management strategies is inevitable in responding to the varying needs of the students. Rampa, (2014) submitted that teachers who have problems with behavior management and classroom discipline are frequently ineffective in the classroom and often report high levels of stress and symptoms of burnout. However, the ability of teachers to organize classrooms and manage the behavior of their students is critical to achieving positive educational outcomes. According to Korpershoek et al (2014), the inability of teachers to effectively manage classroom behaviors often contributes to students' low academic achievement. They also maintained that the rationale behind this assertion is that teachers' inability to effectively manage classroom behaviors makes it imperative for effective teaching. This is because the quality of teaching and learning, among others, depends on the classroom strategies exhibited by the teachers in the classroom.

Cognitive class management strategies make teaching effective by helping students to use their inner speech to affect or to modify their underlying thinking, which in turn affects the way they behave. Simply put, inner speech (also known as covert self-instruction) consists of talking to oneself to solve a problem or guide behavior. Cognitive strategies can help students learn "how-to-think", instead of "what-to-think." To George et al, (2017) these cognitive strategies entail asking students to reflect on their experience, or even helping students find new solutions to problems.

Adopting preventive strategies to classroom management involves creating a positive classroom community with mutual respect between teacher and student Amesi and Sobere (2019). In their work, they opined that teachers using the preventive strategy offer warmth, acceptance, and support unconditionally, that is, not based on a student's behavior. Fair rules and consequences are established and students are given frequent and consistent feedback regarding their behavior. Preventive strategy, according to Amesi, Akpomi, and Amadi (2014) involves the strategic use of praise and rewards to inform students about their behavior rather than as a means of controlling student behavior. The researchers noted that the use of praise and rewards are necessary as teachers must emphasize the value of the behavior that is rewarded and also explain to students the specific skills they demonstrate to earn the reward. In the same vein, Bechuke and Debella, (2012) explained that preventive strategies focus on meeting students' needs, scaffolding lessons to assist with engagement which reduces the risk of undesirable behavior and promotes constructive behavior.

Business Studies, on the other hand, is a course that prepares students for entry into and advancement in jobs within the business and it is equally important because it prepares students to handle their business affairs and to function intelligently as consumers and citizens in a business economy (Onajite, 2016). Business Studies aids an individual with functional and suitable skills, knowledge, attitude, and value that would enable him or her to operate in the environment they find themselves in. Emeasoba and Igwe (2016) viewed Business Studies as an education that provides its students with training in business skills and economic competencies necessary for an individual to advance in a business career.

In 1982, the 6-3-3-4 educational system was implemented in Nigeria, resulting in the introduction of Business Studies in secondary schools. Business Studies is taught at the junior secondary school level, and Business Education is taught at the tertiary level (Akpomi, 2013).

The researcher, therefore, deems it necessary to determine the classroom management strategies for effective teaching of business studies in the upper basic education level of Abakaliki Education Zone.

Purpose of the study:

The purpose of the study is to determine the classroom management strategies that are most effective for the teaching of business studies in the upper basic education level of Abakaliki Education Zone.
Specifically, it aimed at:

1. Determine the extent to which cognitive classroom management strategies influenced effective teaching of business studies in the upper basic education level of Abakaliki Education Zone.

2. Determine the extent to which preventive classroom management strategies influenced effective teaching of business studies in the upper basic education level of Abakaliki Education Zone.

Significance of the study

The findings of this study will benefit the following stakeholders:

Practically, this study will benefit the school administrators, teachers, secondary school students, and future researchers. The findings of this study will help school administrators to gain a clearer insight into the class management strategies especially, the extent of its use and areas that need retraining.

Teachers will also benefit from the findings of the study because; it will help them to understand better classroom management strategies that promote effective teaching in classes.

The findings of this study will benefit the secondary school students because; when teachers are aware of the various classroom management strategies needed for assuring effective teaching and learning in schools, they will utilize these strategies to enhance teaching and learning, thereby helping students to learn more and their aspirations realized.

Lastly, the result of this study will be of importance to future researchers who may wish to carry out studies relating to the problem under study. Future researchers will benefit from this work when they consult this study as a source of literature review.

Research Questions

To guide this study, the following research questions were addressed.

1. To what extent does cognitive classroom management strategy influence effective teaching of business studies in the upper basic education level of Abakaliki Education Zone?
2. To what extent does preventive classroom management strategy influence effective teaching of business studies in the upper basic education level of Abakaliki Education Zone?

Hypotheses

The following hypotheses were formulated and will be tested at (0.05) level of significance.

Ho_1: There is no significant difference in the mean ratings of male and female business studies teachers on the extent cognitive classroom management strategies influence effective teaching of business studies in the upper basic education level of Abakaliki Education Zone?

Ho_2: There is no significant difference in the mean ratings of male and female business studies teachers on the extent preventive classroom management strategies influence effective teaching of business studies in the upper basic education level of Abakaliki Education Zone?

Methodology

In this methodology, the procedure that was adopted for the study are presented under the following subheadings namely; design of the study, area of the study, the population of the study, sample and sampling technique, the instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

Research Design

This study is a descriptive survey research design that aims at investigating supportive and corrective management strategies as effective for teaching of business studies in the upper basic education level of Abakaliki Education Zone. Descriptive survey design, according to Creswel, (2014) is a study in which a group of people or items are studied by collecting and analyzing data from a few people or items considered to be a representative of the entire group. Similarly, Creswel, (2014) defined descriptive survey design as a type of study which aims at collecting data on and describing systematically, the characteristics, features, or facts about a given population. Hence, the researcher sees it necessary to use this design because; it uses a representative sample of the entire population.

Area of the Study

The area of the study is the Abakaliki Education Zone of Ebonyi State. It is made up of four (4) local government areas namely Abakaliki, Ebonyi, Izzi, and Ohaukwu Local Government Area Councils and sixty-one (61) public secondary schools. Abakaliki education zone is generally populated by the Igbo people. The inhabitants of this are mainly civil servants and few traders, farmers, and artisans: Abakaliki education zone lies at the intersection of the Enugu, Afikpo, and Ogoja Roads

Population for the Study

The population of the study is 61 Business studies teachers in the upper basic education level of the Abakaliki education zone. The population was chosen because Business studies teachers at the upper basic education level are in the right position to respond to classroom management strategies for effective teaching of business studies in the upper basic education level of Abakaliki education zone.

Sample and Sampling Techniques

The entire population was used for the study due to its manageable size making the sampling technique unnecessary.

Instrument of Data Collection

The instrument used was a structured questionnaire titled classroom management strategy questionnaire (CMSQ) designed to collect data from 61 Business Studies teachers. The questionnaire was divided into two parts. Part 1 was designed for demographic data of the respondents while part 2 contained a total of 28 items structured into four sections (A, B, C, D,) according to the research questions. Section A has 7 items that were used in collecting data to analyze the extent to which cognitive classroom management strategy is adopted by Business Studies teachers' for effective teaching of business studies in the upper basic education level of Abakaliki Education Zone. Section B has 7 items that were used in collecting data to analyze the extent to which preventive classroom management strategies are adopted by Business Studies teachers' for effective teaching of business studies in the upper basic education level of Abakaliki Education Zone. Section C has 7 items that were used in collecting data to analyze the extent to which supportive classroom management strategies are adopted by Business Studies teachers' for the teaching of business studies in the upper basic education level of Abakaliki Education Zone. Section D has 7 items that were used in collecting data to analyze the extent to which corrective classroom management strategies are adopted by Business Studies teachers' for teaching business studies in the upper basic education level of Abakaliki Education Zone. The response options of Very High Extent (VHE), High Extent (HE) Low Extent (LE) Very Low Extent (D) were used. The value of the response options real limits of the mean was used. Therefore, any item with a mean between 4.00-3.50 was regarded as very high extent 3.49-2.50 high extent 2.49-1.50 low extent 1.49-1.00 very low extent. Any mean above the criterion mean of 2.50 was regarded as high extent while any item below 2.50 was regarded as low extent. These items were structured to provide answers to the research question formulated for the study.

Validation of Instrument

The instrument was face validated by three experts. Two persons in the business education department and one person in measurement & evaluation from Enugu State University of science and technology Enugu validated the instrument to determine its adequacy, appropriateness for the study, and content. The advice and criticism of these experts, their corrections were used in the modification of the instrument.

Reliability of the Instrument

The reliability of the instrument was determined by administering copies of the questionnaire to a sample of 20 business studies teachers in the upper basic education level in Enugu State. The reason for using these business studies teachers in the upper basic education level in Enugu State is because that the schools in Nigeria run the same curriculum regulated by Universal Basic Education Board and outside my respondents. Data collected from the respondents were analyzed using Cronbach Alpha co-efficient to determine the internal consistency of the instrument. The Cronbach Alpha was used because the items on the questionnaire do not have True or False answers.

The instrument was divided into four sections. The sections yielded the following reliability coefficients; section A had 0.76, section B had 0.78, section C had 0.74, and section D had 0.82. The grand coefficient was 0.72, indicating that the instrument was reliable for use in data collection.

Method of Data Collection

A total of 61 copies of the questionnaire were administered to the respondents with the help of five research assistants briefed by the researcher on the content of the questionnaire and its administration to ensure that the questionnaire is properly administered, filled, and retrieved. The instrument was retrieved immediately after they have been properly filled by the respondents to avoid bias and respondents who were not able to complete the questionnaire items on the spot were followed up through phone calls to ascertain when to return for collection within one week. Out of 61 copies of the questionnaire distributed 60 were properly filled, returned, and used for data analysis representing a 99% return rate.

Method of Data Analysis

The data collected from the respondents were analyzed using the weighted mean and standard deviation. The mean was used to answer the research questions while the standard deviation was used to check the homogeneity of their responses. The t-test was used to test all the null hypotheses at the (0.05) level of significance and the appropriate degree of freedom.

Decision Rule: The decision rule was based on the principle of the lower and upper limit of the mean, thus;

Very high Extent (VHE) 3.50-4.00
High Extent (HE) 2.50-3.49
Low Extent (LE) 1.50-2.49
Very Low Extent (VLE) 1.00-1.49

The null hypothesis was significant where the probability value was less equal to .05 significant levels at an appropriate degree of freedom; otherwise, the null hypothesis was not significant.

Data Analyses and Result

The data analysis presents the results of the data analyses based on the two research questions and the two null hypotheses that guided the study.

Tables are used in presenting the results. The research questions were answered using mean scores and standard deviation. The hypotheses were tested using t-test at (0.05) level of significance.

Research Question 1

To what extent does a cognitive classroom management strategy affect the effective teaching of business studies in the upper basic education level of Abakaliki Education Zone?

The data for answering the above research question are presented on Table 1 below

Table 1: Mean ratings of business studies teachers on extent cognitive classroom management strategy influence the effective teaching of business studies in the upper basic education level of Abakaliki Education Zone?

S/N	ITEMS: The **extent cognitive classroom management strategy influence the effective teaching of business studies includes:**	VHE (4)	HE (3)	LE (2)	VLE (1)	N	$\sum FX$	$\bar{x}$	Decision
1	Asking students to reflect on their experience promotes effective teaching of business studies.	10	30	15	5	60	165	2.75	HE
2	Helping students find new solutions to problems promotes effective teaching of business studies.	3	17	33	7	60	136	2.27	LE
3	Encouraging discussions about what is being taught promotes effective teaching of business studies.	15	27	10	8	60	169	2.82	HE
4	Helping students explore and understand how ideas are connected promotes effective teaching of business studies.	9	45	4	2	60	181	3.02	HE
5	Asking students to justify and explain their thinking promotes effective teaching of business studies.	12	17	13	18	60	143	2.83	HE
6	Using visualizations to improve students' understanding and recall promotes effective teaching of business studies.	11	37	10	2	60	177	2.95	HE
7.	Teaching students how to use their thinking to improve their own behavior promotes effective teaching of business studies.	8	10	27	15	60	131	2.18	LE
	Overall Mean							2.69	HE

Source: Field Survey, 2022

Data presented in Table 1 above shows the mean ratings of business studies teachers on the extent cognitive classroom management strategy affect the effective teaching of business studies in the upper basic education level of Abakaliki Education Zone. Based on the data in Table 1, the business studies teachers rated a high extent on items 1,3,4,5 and 6 indicating that cognitive classroom management strategy such as asking students to reflect on their experience; helping students explore and understand how ideas are connected; asking students to justify and explain their thinking and using visualizations to improve students' understanding and recall during classes has a high effect on effective teaching of business studies. However, with items 2 and 7 rated low extent, helping students find new solutions to problems and teaching students how to use their thinking to improve their behavior has a low effect on effective teaching of business studies. Summarily, the overall mean rating of (2.69) indicates that generally, cognitive classroom management strategy has a high effect on effective teaching of business studies in the upper basic education level of Abakaliki Education Zone.

Research Question 2

To what extent does a preventive classroom management strategy affect the effective teaching of business studies in the upper basic education level of Abakaliki Education Zone?

The data for answering the above research question are presented on Table 2 below

Table 2: Mean ratings of business studies teachers on extent preventive classroom management strategy affect the effective teaching of business studies in the upper basic education level of Abakaliki Education Zone?

S/N	ITEMS: **extent preventive classroom management strategy influence the effective teaching of business studies** Includes:	VHE (4)	HE (3)	LE (2)	VLE (1)	N	$\sum$FX	$\bar{x}$	Decision
8	Making your topics and units interesting and worthwhile promotes effective teaching of business studies.	17	36	7	-	60	190	3.17	HE
9	Being mindful of students' needs promotes effective teaching of business studies.	14	35	11	-	60	183	3.05	HE
10	Being approachable, friendly, considerate and caring to students promotes effective teaching of business studies.	7	16	27	10	60	140	2.33	LE
11	Providing a positive role model for your students promotes effective teaching of business studies.	9	23	21	7	60	154	2.57	HE
12	Reaching a joint understanding in conjunction with your students promotes effective teaching of business studies.	11	31	11	7	60	166	2.75	HE
13	Teaching them how to meet their needs without disrupting others in the class promotes effective teaching of business studies.	21	23	9	7	60	178	2.97	HE
14	Using praises and rewards to inform students about their behavior promotes effective teaching of business studies.	10	37	10	3	60	174	2.90	HE
	Overall Mean							2.82	HE

Source: Field Survey, 2022

Data presented in Table 2 above shows the mean ratings of business studies teachers on the extent preventive classroom management strategy affect the effective teaching of business studies in the upper basic education level of Abakaliki Education Zone. Based on the data in Table 2, the business studies teachers rated a high extent on items 8, 9,11,12,13 and 14 indicating that preventive classroom management strategy such as making your topics and units interesting and worthwhile; being mindful of students' needs; providing a positive role model for your students; reaching a joint understanding in conjunction with your students; teaching them how to meet their needs without disrupting others in the class and using praises and rewards to inform students about their behavior during classes has a high effect on effective teaching of business studies. However, with items 10 rated low extents, being approachable, friendly, considerate and caring to students has a low effect on effective teaching of business studies. Summarily, the overall mean rating of (2.82) indicates that generally, preventive classroom management strategy has a high effect on effective teaching of business studies in the upper basic education level of Abakaliki Education Zone.

Hypothesis Testing

Hypothesis one:

Table 3: T-test analysis of the difference in the mean ratings of male and female business studies teachers on the extent cognitive classroom management strategies affects the effective teaching of business studies in the upper basic education level of Abakaliki Education Zone.

Group	N	Mean	Df	t-cal	t-tab	Sig.	Level Sig.	Mean. dif	Decision
Male	22	2.6494	58	0.572	1.96	0.570	0.05	0.04033	No significant
Female	38	2.6090							

Source: Field Survey, 2021

The levene's test result indicated from the table above that we will assume equal variance since the significance level (0.671) is larger than the (0.05) level of significance. The hypothesis test results indicate a t-calculated value of 0.572, a significant value of (0.570), and a mean difference of (0.04033). However, because the test's significance level is greater than the study's significance threshold (0.572>0.05), the Null hypothesis one (Ho1) is not rejected. This demonstrates that there is no statistically significant difference in the mean ratings of male and female business studies teachers on the extent cognitive classroom management strategies influence the effective teaching of business studies in the upper basic education level of Abakaliki Education Zone.

Hypothesis two:

Table 4: T-test analysis of the difference in the mean ratings of male and female business studies teachers on the extent preventive classroom management strategies affects the effective teaching of business studies in the upper basic education level of Abakaliki Education Zone.

Group	N	Mean	Df	t-cal	t-tab	Sig.	Level Sig.	Mean. Dif	Decision
Male	22	2.7727	58	-1.143	1.96	0.258	0.05	-0.07690	No significant
Female	38	2.8496							

Source: Field Survey, 2021

According to the table above, the levene's test indicated that we would assume equal variance because the significance level (0.647) is greater than the (0.05) level of significance. The hypothesis test result also reveals a t-calculated value of -1.143, a significant value of (0.258), and a mean difference of (-0.07690). Given that the significance value of the test is greater than the significance threshold of the study (0.258>0.05), the Null hypothesis two (Ho2) is not rejected. This implies that there is no statistically significant difference in the mean evaluations of male and female business studies teachers on the extent preventive classroom management strategies influence the effective teaching of business studies in the upper basic education level of Abakaliki Education Zone.

Conclusions

Based on the findings, the study concludes that cognitive and preventive classroom management strategies studied are vital aids to effective teaching of business studies. This study also concludes that these strategies can help students understand the teaching of business studies better.

Summary of the Findings

Based on the data presented in this chapter, the summary of the findings was as follows:

1. Cognitive classroom management strategy has a high effect on effective teaching of business studies in the upper basic education level of Abakaliki Education Zone.
2. Preventive classroom management strategy has a high effect on effective teaching of business studies in the upper basic education level of Abakaliki Education Zone.
3. There is no statistically significant difference in the mean ratings of male and female business studies teachers on the extent cognitive classroom management strategies affects the effective teaching of business studies in the upper basic education level of Abakaliki Education Zone. There is no statistically significant difference in the mean evaluations of male and female business studies teachers on the extent preventive classroom management strategies affects the effective teaching of business studies in the upper basic education level of Abakaliki Education Zone.

Recommendations

In the light of the findings, and the educational implications of the study, the researchers make the following recommendations:

1. Teacher education institutions should pay more attention to imparting classroom management strategy skills on teacher-trainees.
2. School principals should supervise teachers' classroom activities more closely to ensure that teachers employ appropriate classroom management strategy while teaching.
3. Conference, workshops, seminars, and other in-service programmes should be regularly organized for teachers to acquaint them with latest innovations in classroom management.
4. Teacher's classroom management skills should be improved to facilitate effective teaching and learning and ensure that students achieve the purpose of education.

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