



ENHANCING STUDENTS' LEARNING EXPERIENCE AND SATISFACTION THROUGH EFFECTIVE CLASSROOM PLANNING AND MANAGEMENT

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ABSTRACT

The study seek to examine how students' learning experience and satisfaction could be enhanced through effective classroom management. This study adopted a descriptive survey. The study area was Calabar Urban, Cross River State, Nigeria. The population of the study consisted of 170 secondary school students (public and private). Three hypotheses were tested at 0.05 level significance. A four response structured questionnaire was used for data collection, validated by three experts with a reliability coefficient of 0.78. Data were analysed with t-test and one-way ANOVA. The findings revealed that students learning experience and satisfaction can be enhanced through effective classroom management. It was recommended that government and proprietors should provide resources for effective training and re-training of teachers for proper classroom management for better academic achievement.

INTRODUCTION

Schools are formal organisations where teaching and learning take place. Education has always been an important enterprise in all cultures and at all times. According to Ikediugwu (2014), education is important to national growth and development because the future of any nation depends quite considerably on the quality of education it provides for its citizens. Ezeocha (1990) defined education as a process through which members of a society acquire the acknowledge and skills that would enable them to fit in as useful members of the society and make the society worthy to live.

Therefore, education is the process of instruction aimed at the all round development of the individual, facilitating realization of self-potential and latent talents of an individual. It makes man a right thinker and a correct decision maker. Without education, man is as though in a closed room, and with education, he finds himself in a room with all its windows open towards the outside world (Khan, 2003). In the word of Farrant (1992) education as a universal practice engaged in societies at all stages of development for the total process of human rearing by which knowledge is imported, facilities trained and skills development. teacher have an important roles play for effective education, according to Obi

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(2003) "teacher" is used to refer to someone who has undergone a formal teacher training programme. Teacher has a specialized knowledge of a certain discipline in teaching subject and knowledge of the acceptable ways of teaching that subject. Teacher as one who teaches, specifically one whose occupation is to teach others (Webster, 1999).

The school is not just where teachers and pupils meet from time to time for teacher to teach and learners to learn. Rather is a place where social messages transmitted to the learners. Through this, education process, the child is socialized and positive qualities are aught and inculcated. Asuquo, Owan, Inaja and Okon, (2001). Learning advances change, growth and development in the individual. Hence experience means an organisms interactive encounter with the environment Okey in Peter and Maureen (2011). Thus for learning to occur, the change in behaviour must be a product of experience and practice. According to Obayi (2006) experience is an essential variable in education.

The classroom is a key feature of school teaching/learning environment. Important dimensions of the classroom center around the teacher, the learner, the physical aspects like the floor, the walls, the roof and the facilities and equipment in it (Uchenna and Onete, 2011). What makes the social aspects of the classroom environment are the teacher. The students and the nature of interaction between the teacher and the learners on the one hand and within the learners on the other hand. Their specific and general modes endeavour of interactions create the mood and the tone of affairs in the class and two are important moderators of classroom teaching and learning.

Learning is conceptualized in term of change, and here is meant, behavioural change. Second and Backman in Emeh and Erukoha (2004) noted that roles may change, learning to change of expectations. Similarly, Max in Emeh et al. (2004) viewed learning as a relatively enduring change in behaviour that is a function of prior behaviour usually called practice that is a process which may be defined as any phenomenon that shows a continuous change in time. Learning is concerned with the various types of behavioural change or processes, that can be identified as resulting at least to some extent for previous behaviour of the individual. The changes in behaviour are usually described as intended outcomes. They are the expectations of the teacher after the process of interaction with the learners. Now, it must not be imagined that

this interaction produces only intended outcome course unanticipated consequences may follow and unexpected barriers to goal attainment may arise (Bidwell, 1973). This implies that several variables appear to influence the learning process.

According to Denga (2002) learning can be defined as a change in behaviour or performance, which is a result of experience and practice, and which makes an individual face later situation differently. Learning involves relatively permanent behavioural change which is the result of experience. Many psychologists agree that learning in a general term, is a relatively lasting or permanent change in performance or behaviour caused or produced directly by experience. Learning as a change in behaviour resulting from the interaction of the organism with the environment (Dinkmeyer, 1985). Learning is a central process in understanding human behaviour. It is also the totality of the acquisition of factual information, the mastering of skills and means to aid further study (understanding); the entire socialization process, the acquisition of behaviour patterns, the styles of tackling problems of everyday life and more (Lindgren, 1991, Alhassan, 2000). Learning is a dynamic process whereby through interactive experience, insights or cognitive structures of life spaces are changed and so become more useful for future guidance.

Gagne (1970), added that attempts to define learning which seems to have a wide appeal when he writes that learning take space when the situation affects the learner in such a way that he/her performance changes from the time before being in that situation to the time after being it. The change in performance is what leads to the conclusion that learning has occurred. Therefore, learning is a change in human disposition or capability which can be retained, and which is not ascribable to the process of growth.

In the word of Uchenna and Onete (2011) learning does not only involve acquisition of tangible skills or body of knowledge. It is a process involving the development of habits, attitudes, perception and acquisition of drives and rewards, development including values, beliefs and the formation of cognitive structures.

Learning experience is as a result of learners under the watchful eyes of the teacher. The experience the acquires in the classroom is very much a part of the child's life. The experience may be pleasant, joyful or it could be threatening and unrewarding (Uchenna et al. 2011). Olofu

(2003), added that learning experience refer to the activities learner ages in order to bring about learning. He further stated that it must not be confused with the activities of the teacher which involves the covert and overt interaction of the learner with the environment. The experiences gathered in this processes are used to shape behaviour of the learner.

Obviously, the brutality associated with teaching is much more significant in classroom that are lacking indiscipline. And generally, teachers who are incapable of maintaining discipline and order do appreciate the immense problems they must face in their bid to teach effectively. This is primarily because an indiscipline and disorderly classroom is a disturbance to the adjoining classrooms and, indeed, the entire school (Uche, 2004). Teachers in such classrooms must contend with immense psychological trauma while administrator must deal with the brutal dimension of school governance.

Many classroom teachers do appreciate the essence of discipline and order in the classroom in order to ensure that effective teaching and learning occur. They realized that incidents of indiscipline and disorder constitute a major distraction to both teachers and students. The two serve to divert the attention of students from instructional process and the objectives of instruction. The above can only be achieve through proper/effective classroom management. Classroom management involves the establishment and maintenance of the classroom environment so that educational goals can be accomplished (Savage and Savage, 2010). Effective classroom managers create orderly life, safe environments where students feel valued and comfortable, thus setting the stage for teaching and learning. To achieve this, they strategically arrange classroom space to support a variety of independent, small and large group activities. In all classrooms, there should not be any "blind" areas in the classroom where students can be out of view. Savage and Savage added that environmental classroom consideration involves teachers ensuring plentiful room for students movement, how to store school materials and equipment. Teachers create optimal learning environments by establishing and enforcing rules addressing disciplinary behaviours and using quality communication. In a classroom settings, discipline is another highly important aspect of classroom management. Therefore, classroom management cannot be effective. According to Onyali (2014), discipline is probably the most difficult and unpleasant part of

any educator's job. When educators effectively communicate rules, set high expectations and provide frequent feedbacks, the need for discipline will likely be infrequent. However, before nay discipline action is required, there must be acceptance and understanding of the rules of conduct and the disciplinary system by both teachers and students. Students should know what is expected of them and what the consequences will be if they do not meet those expectations. The rules should be consistent and fair. The discipline system will be more effective when there is consistency between school authorities and students. The concept of discipline has viewed in various ways by different scholars depending the methods and application of discipline, according to Adesina (1990) discipline as the readiness or ability to respect authority and observe conventional or established laws of society or of any organisation. This means self-control, restraint, self-respect and respect for others.

Discipline is the sum of educative efforts, including the teaching process, the process of character shaping, the facing and setting of conflicts and the development of trust. It is also the process through which the children of today will develop the morals, values and attitudes by which they will live tomorrow (Charles, 2009, Waird, 1999). Hardin (2004) indicates that educators may view discipline as both a noun and a verb. As a verb, discipline is what educators do to help students behaviour acceptably in school; as a noun, it is the set of rules established to maintain order.

Therefore, discipline should be viewed as corrective measures that encourage learners to behave well not because they are frightened, but because they realize the negative effects of their behaviour. Onyali (2014) supported that discipline is a systematic way of teaching students to assume responsibility for their behavioural choices. As soon as rules are established, the managers must decide on the consequences for breaking a rule. Wayson and Laslay (1984), opined that indiscipline constitutes the most frustrating and perplexing problem for teachers and administrators. They stated further that discipline is the display of behaviour that is socially agreed upon as appropriate at a given situation and time. The goals of classroom discipline is to have student display appropriate behaviour, without supervision, in order to enhance the teaching and learning process. Classroom with good discipline have students who possess a good grasp of acceptable and

non-acceptable behaviour as well as the reinforcements that are consistent with these behaviours. In such classrooms punishment and sanctions are hardly ever put into use. In the world of gentile (1984) misbehavior, a discipline problem or indiscipline consist of any action or behaviour that is displayed where it is unwanted. Akubu in Offem and Anashie (2021) opined that classroom is one important pace in the operation of the school which holds students together and offers them the opportunity of achieving the purpose of a school. A classroom is characterized by board , students' seats, chalk or other writing materials timetable, teachers' table with seat, other instructional materials, the teacher to achieve the overall aims and objectives of education. Effective teaching-learning process cannot be accomplished without good classroom management.

Management is the function of an organisation that concerns the co-ordination and co-operation necessary for goal attainment. The main managerial function identified in the literature on industrial and educational management including planning, controlling and communicating (Ogunu, 2021). Babalola (2016) maintained that management is being in charge or in control. Babalola further maintained that management goes along with the quest to put a formal organisation under control, and regulation and the use of scarce resources in an effective and efficient manner. Ogunu (2001) further asserted that classroom management is the planning, management and execution of the school's programme as it affects teaching and learning in classroom. The teacher managers the physical as well as the psychological environment to create an atmosphere that is conducive to learning.

Classroom management is the bringing together in a careful manner those elements which help to create good teaching learning conditions in a class. The classroom management is also the process whereby Hyman and material resources are organized, students motivated and inspired and a co-operative working environment created to accomplish educational objectives. Hence several reasons account for good classroom management (Oruk Otan and Oladipo, 1994; Adewole and Tuoyo, 1994). To Akubue in Offem et al. (2021) maintained that the importance of proper classroom management in order to realize the aims and objectives of education. Therefor, the teacher needs to know or possess the classroom control behaviour in giving the above discussion, the classroom teachers needs to

enhance students' learning experience and satisfaction through effective classroom management.

Purpose of the study

The main purpose of the study is to enhance students' learning experience and satisfaction through effective classroom management. Specifically, the study seeks to examining;

1. Opinions of male and female secondary teachers in enhancing students learning experience and satisfaction
2. Opinions of experienced and less experience secondary school teachers on learning experience and satisfaction of students
3. Opinions of secondary school teachers on effective classroom management

Research question

The following research questions were posed to guide the study.

1. What are the differences that exist between male and female teachers in enhancing students learning experience?
2. What are the differences in opinions of experienced and less experienced of secondary school teachers on students learning experience and satisfaction?
3. Of what opinions of secondary school teachers on effective classroom management?

Statement of hypotheses

H₀₁: Significant difference does not exist in the opinions of male and female secondary school teacher in enhancing students learning experience.

H₀₂: There is no significant difference in the opinions of experience and less experienced of secondary school teachers on students learning experience and satisfaction

H₀₃: there is no significance difference in the opinions of secondary school teachers on effective classroom management

METHOD

A survey design was adopted for the study. a sample of 170 secondary school teachers was drawn from Cross River State. A structured questionnaire was used for data collection. The instrument was validated by two experts, one from educational administration and one from educational measurement and evaluation all from University of Calabar. With a reliability coefficient of 0.78 out of 100 copies of the questionnaire distributed to the respondents only 88 copies were return.

The t-test was used to test the null hypotheses 1 and 2 while one-way analysis of variance (ANOVA) was equally used to test null hypothesis 3.

Presentation/result

Table 1: t-test result of the comparison between the opinions of male and female secondary school teachers in enhancing students learning experienced and satisfaction

Source of variance	No. of cases	X	SD	Df	t-cal	t-crit	Remarks
Male teacher	90	245.13	20.11	165	*0.11	1.960	Agree
Female teacher	85	247.15	247.15	21.23			

Table 2: t-test result of the comparison between the opinions of experienced and less experienced secondary school teachers students' learning experience and satisfaction

Source of variance	No. of cases	X	SD	df	t-cal	t-crit	Remarks
Experience teacher	100	236.02	20.11	165	*0.11	1.960	Agree
Less experience teacher	70	238.11	23.09				

*No significant different at 0.05 level\

Table 3: ANOVA result of the difference in the opinions of secondary school teachers on effective classroom management

Source of variance	df	Sum of square	Mean square	f-cal	f-crit	Remarks
Between group 2	5211.5561	2652.6334	20.11	165	*0.11	Agree
				*6.088	3.000	Upheld
Within groups	16	6814.4564	447.3002			

*No significant different at 0.05 level

DISCUSSION OF FINDINGS

Result in table 1 shows that there is no significant difference in the opinions of male and female secondary school teachers on students learning experience and satisfaction. Gender differences in perception have been implicated in some studies in Obayi (2013) in favour of female in literacy (Fantama, 1998) and in favour of Boy (male) (Bruton, 1997). The findings are also in line with Adewole and Tuoyo (1994) narrating that classroom management is also the process whereby human and material resources are organized, student motivated and inspired and a cooperative working environment created to accomplish education objectives.

Equally, in table 2 result, it indicate that there is no significant difference in the opinions of experienced and less experienced secondary school teachers on students learning experienced and satisfaction. However, the result revealed significant difference in the opinions of the teachers based on the area of study. In line with the findings of Onwikol in Offem and

Ekawon, (2020) good teaching is totally absent from the thinking of most teachers in Nigeria. Most teachers in Nigeria only expect teaching to give them no obligation wage, good self-image and good status but they see no obligation on their part towards teaching. Teaching as a profession should be given prestige in schools through provision of enabling environment that would create the aptitude for and the interest in teaching irrespective of the study area. Sheidu supported stating that these activities are carried out by the teacher to mold the life and mind of the learner, assist them to develop ideas, gain and gather information, and cultivate culturally acceptable habit with a view of producing well balance personality that fit in the society. Table 3 was based on schedule multiple group comparison test, it indicate that the mean response of teachers who manage large size of classroom. However, the two groups were significantly higher than each other because both are professional teachers with full experience. This is in line with the study of Sheidu (2013)

teachers are the most important human species the skillfully develop, and nurture the potential of production citizen.

CONCLUSION

Generally, education remain a tool for any meaningful societal development therefore there is a need of teachers who have interest of the nation to enhance students' learning experience and satisfaction through effective classroom management demonstration to promote well-being of the society.

RECOMMENDATION

Based on the study, the following recommendations were made;

1. Government should create avenue for teachers retraining to conform with the molding classroom management strategies
2. Government should also create avenue for teacher motivation to enhance effective job performance through effective classroom management
3. Teachers should enhance students learning experience for effective academic outcome

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