

**MAINTENANCE OF DISCIPLINE IN PRIMARY SCHOOLS: THE
IMPLICATION OF TEACHER QUALITY, CLASSROOM
MANAGEMENT AND SUPERVISION.**

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Abstract

This paper examines the level of the maintenance of discipline in primary school, the implication of teacher quality, classroom management and supervision. Three research questions were formulated to guide the study. The population comprises all the 42 primary school heads and 321 teachers in Orumba South Local government Area of Anambra State and all the 363 were sampled because the size was manageable. A 22 item structured questionnaire was the instrument used, it was subjected to reliability using Cronbach Alpha and it yielded a co-efficient value of 0.86. The data collected were analysed using mean. Findings from the study reveal that teachers mastery of the subject matter, ability to use various teaching skills & method, effective use of instructional material and constant monitoring of the student's progress are the effects of teachers professional traits on maintenance of discipline. Conclusions were drawn and the researchers recommended among others that Government should provide opportunities for the teacher to improve on their professional competencies through in-service training. This will help equip them professionally to face the classroom challenges confronting them.

Primary school classroom as a major part of the school is seen as the experimental laboratory of the child. This is because children spend a major part of their formative years in primary school. Okolojukwu (2016) asserts that primary school is an institution on which other educational system is built upon hence it is seen as the level of

education where high discipline is expected to be observed and maintained among its members especially the pupils. Paul (2006) notes that it is a place where children receive primary education from the age of about five to eleven, coming before secondary school and after preschool. Therefore, it is the key to the success or failure of the whole educational system (Okafor, 2011). The school is a part of the society where high discipline is expected to be observed and maintained among its members especially the pupils. Some of the aims and objectives of primary education according to Dauke (2010) are the ability to lay sound basis for scientific and reflective thinking, character, moral training and the development of sound attitudes which are achieved through discipline in schools.

Discipline can be seen as submission to rules and regulations or a state of orderly conduct of an individual which is gained through training in self-control and in habits of obedience to socially approved standards of thoughts and actions. It is simply defined as doing the right thing at the right time. According to Odigbo (2001), classroom discipline is the readiness or ability of students or pupils and teacher to respect authority, observe and obey class rules and regulations as well as to maintain a high standard of behavior necessary for the smooth running of the teaching-learning process. Ekemezie (2010) asserts that classroom discipline is absolutely necessary for instilling a sense of responsibility and maturity in the students. Dauke (2010) asserts that primary school teachers facilitate learning by establishing a relationship with pupils and by their organization of learning resources and the classroom learning environment. Esomonu (2008) states that classroom management is an administrative procedure undertaken by a teacher to establish a conducive atmosphere in the classroom for effective teaching and learning to take place. Since the classroom is made up of learners of various characters, sizes, and background, expertise in managerial abilities from the teacher is needed in order to control the pupils because their behaviors in the class can affect the morale of the teacher either positively or negatively.

Supervision in the classroom on the other hand is the element of the teachers administrative process that is concerned with the efforts to guide the day-to-day activities of the pupils by stimulating, directing and coordinating them, cultivating good teaching and personal relationships so that they all work towards a more efficient achievement of the educational goals (Ezeh, 2016). In doing this, the teacher should establish order by having the knowledge, skills necessary to manage, motivate and deal with the student's misbehaviours appropriately.

Maintenance of discipline in the class through effective classroom management and supervision is the bedrock for the achievement of academic excellence and career competence in all levels of education. In a normal classroom, Paul (2006) outlines that a teacher is likely to encounter insolence, class disruption, non-compliance to order, general apathy, laziness, lateness, fighting, bullying, failure to obey the prefects, neglect of class rules, untidy habits in dressing and so on.

Teacher quality can be seen as a conglomerate of some factors such as the teacher's personality traits, professional traits, qualification, years of experience, commitments, expertise and proficiency. Esomonu (2005) adds that it means teacher qualifications like degrees, postgraduate study, experience, commitments, expertise, proficiency and so on.

Teacher quality is the most important school-related factor influencing pupil's behavioural controls. There is growing evidence that, of all school resources, the quality of the teacher has the largest impact on student's behavior modification. Field and Boesser (2002) assert that most educators agree that teacher quality is the most important factor in determining school's quality because it embraces all the traits and attributes expected of an effective teacher. It is also observed that teachers who are highly qualified professionally, those who have more experiences and have better and high profile personalities usually have more to give in terms of maintenance of discipline through adequate supervision and management of the classrooms. Therefore, head teachers who hire teachers have an extremely important job charged with the responsibility of placing a qualified professional into each and every classroom. The teacher's intelligence, aptitudes, good mastery of the subject matter, effective management and control and so on have so much influence on disciplining the pupils in the classroom. These teachers use this knowledge to uniquely approach each student or solve problems in the classroom which inadvertently leads to good conduct of classroom behaviours Esomonu (2008). With regards to this evidence Onyemerekeya (2004) outlines that teachers who have earned advanced degrees have positive impacts on the pupil's discipline. In the area of the professional traits, teacher's mastery in both the subject area taught and pedagogy contributes to positive behaviours, better conduct and attitudes of the students.

In determining the policy about the teacher as stated by Okoyeocha and Okafor (2011), great teachers are defined in terms of the impact on pupils behaviours both in the classroom and outside, no wonder Esomonu (2008) maintains that "educational certificates should be awarded to only the students who have been found worthy in both characters and in learning". If the teacher's quality is not commensurate to the expected, then it will be very difficult to maintain discipline in the classroom and supervision of both the behaviours and academic aspects of teaching and learning will be marred. This shows that the quality of a teacher is assumed to have great influence on the quality of classroom management, supervision and control. The Federal Government realized this and therefore stated in the National Policy on Education (FRN, 2004) that "teachers in teaching profession must possess the pre-requisite and minimum qualifications for teaching in Nigeria. Based on the above, the researchers intention therefore is to x-ray how quality of teachers, classroom management and supervision help in the maintenance of classroom discipline in primary schools.

The Problem

It has been observed especially in our primary schools that there is non-maintenance of discipline and this has posed many problems to the administration of primary schools as well as to the Nigerian educational system. Educationists, parents and even teachers have continued to lament on the issue of poor maintenance of discipline through ineffective classroom management and supervision in primary schools. It is also observed that some of the teachers lack the basic qualifications that make them professional teachers as some of them see teaching as the second best profession, hence the acquisition of just a minimum teaching qualifications needed to be a teacher. The effects are felt in the field of work, they manifest some undesirable professional and personality traits as well as inadequacy in the acquisition of the needed core competencies to function and discharge the myriads of management and supervisory tasks that confront teachers in the present time. The government's hand over of the administration of schools to the missions, institutions and individuals for improved productivity has gone a long way to bringing back discipline especially in primary schools. Poor teacher quality, management and supervision of classroom activities have led many present day pupils into the web of examination malpractices and other anti-social or delinquent behaviors. As a result of these, the researchers were prompted to undertake an investigative research to find out the level of maintenance of discipline in primary schools through teacher quality, effective classroom management and supervision particularly in Orumba South Local Government Area of Anambra State.

Purpose of Study

The major purpose of this study is to examine the maintenance of discipline in primary schools, through teacher quality, classroom management and supervision. Hence it sought to:

1. ascertain the classroom management and supervisory techniques that the teachers and the head teachers employ to instill discipline in pupils.
2. investigate the effects of teacher's professional traits on the maintenance of discipline in primary school pupils.
3. examine the effects of teacher's academic qualification on the maintenance of discipline in primary school pupils

Research Questions

1. What are the classroom management and supervisory techniques that the teachers and the head teachers employ to instill discipline in pupils?
2. What are the effects of teacher's professional traits on the maintenance of discipline in primary school pupils?
3. What are the effects of teacher's academic qualification on the maintenance of discipline in primary school pupils?

Methods

A descriptive survey research design was adopted in the study. A total population was 363 comprised all the 321 teachers and all the forty-two head teachers in all the forty-two primary schools in Orumba South Local Government Area of Anambra State was used in the study. No sampling technique was employed because the entire population was used. The instrument used for data collection was a 22 item structured questionnaire on a 4-point scale response of Strongly Agree (SA), Agree (A) Disagree (D) and Strongly Disagree (SD). The questionnaire items were face validated by three experts in Measurement and Evaluation in Federal College of Education (Technical) Umunze. The instrument was administered to all the teachers and the head teachers in Orumba South Local Government Area. Reliability was tested using Cronbach Alpha Coefficient and it gave a reliability coefficient of 0.87, an indication that the items were internally consistent with the problem of the study. 363 copies of the questionnaire were administered to the respondents by the researcher and two assistants and they were collected on the spot. Data collected were analyzed using mean. The decision rule was based on the midpoint of 2.50

Results

Research Question One: What are the classroom management and supervisory techniques that the teachers and head teachers employ to instill discipline in pupils?

Academic Scholarship

Table I: Mean responses on the classroom management and supervisory techniques that teachers and the head teachers employ to instill discipline in pupils.

S/N	Items	\bar{x}	Remarks
1.	Good arrangement of classroom seats for easy passage into and out of the classroom.	2.80	Agree
2.	Frequent classroom visitation by the school head teachers.	2.65	Agree
3.	Instant punishment as warning to those who misbehave in the class.	2.73	Agree
4.	Teacher's leading as models to help mold students behaviors in the classroom.	2.81	Agree
5.	Varying of teaching methods to arouse and always sustain the pupils interest in his lessons	2.87	Agree
6.	Effective communication between the parents to find out other home factors that contribute to undesirable classroom behaviors.	2.64	Agree
7.	Cordial relationship between the students and the teachers.	2.61	Agree
8.	Rewarding the pupils with best classroom behavior to encourage others.	2.57	Agree
9.	Constant monitoring of the teacher's classroom organization, management and supervisory patterns.	2.51	Agree
10.	Monitoring of the student's progress as well as the co-curricular activities both in and outside the classroom.	2.65	Agree
	Grand	2.68	Agree

From table I above, it was seen that all the items had means between 2.51 and 2.80 with a grand mean of 2.68. This shows that all the outlined items are the classroom management and supervisory techniques that the teachers and the head teachers employ to instill discipline in pupils.

Research Question Two: What are the effects of teachers' professional traits on the maintenance of discipline in Primary school pupils?

Table II: Mean Responses on the effects of teachers’ professional traits on the maintenance of discipline in primary school pupils.

S/N	Items	\bar{x}	Remarks
11	Good mastery of subject matter sustains interests and prevents class misbehaviors.	2.60	Agree
12.	Employment of and effective use of various teaching skills and methods.	2.61	Agree
13.	Good use of suitable and adequate evaluative techniques to assess pupil’s behaviours in the class.	2.54	Agree
14.	Adequate planning and implementation of the lessons.	2.50	Agree
15.	Effective use of instructional materials and reinforcement.	2.80	Agree
16.	Teacher’s ability to use various communication skills in the class.	2.61	Agree
17	Aligning curriculum, instruction, and assessment strategies.	2.60	Agree
18	Good knowledge of the pupils.	2.55	Agree
	Grand Mean	2.72	Agree

Results from table 2 above showed that the respondents agree to all the items with grand mean above 2.50. This shows their endorsement that all the items are the effects of teachers’ professional traits on the maintenance of discipline in primary school pupils.

Research Question three:

What are the effects of teacher’s qualification on the maintenance of discipline in primary school pupils?

school discipline at the classroom levels is achieved through strategic acts of the classroom teacher who uses his initiatives and other variables to affect classroom control needed to achieve lesson objectives.

Findings from table 2 showed that all the 8 items outlined are the professional qualifications as the respondents agreed on and all have effects on the maintenance of discipline among primary school pupils. The above finding is in corroboration with the findings of Okafor (2011) who says that good communication flow, knowledge of subject matter and adequate planning for lesson delivery were professional competencies needed for effective management of classroom learners. This was also supported by Okolojukwu (2016) who reveals that the effectiveness of classroom manager is critical to class discipline

Findings from research question 3 reveal that teachers with Ph.D and MastersDegree have better experiences in the maintenance of discipline through effective classroom management and supervision while teachers with first degree and NCE do not have. In agreement to the above FRN (2004) points out that an academically qualified teacher is the one who has a number of academic and professional degrees that enable him become a registered and certified teacher. These is because it is said that the higher ones goes up the academic lather, the more experiences he gainers which are needed so as to have a firm control of the pupils in his class. Okolojukwu (2016) asserts that some of the students see their teachers as models and they are highly motivated to study harder aspiring to be like them and when this happens, maintenance of classroom discipline becomes easier for the teacher. Esomonu (2005) also agrees with the finding by adding that the ability of the instructor to effectively use his age long training experiences and job qualification to make learning experience capture the class attention of learners is also imperative to instilling classroom discipline.

Recommendations

Based on the findings from this study, the following recommendations were made:

- The identified classroom management techniques should be effectively employed by school teachers to instill discipline in primary school pupils.
- Primary school teachers should watch their classroom conduct, behaviors and personality since they are critical to the achievement of class control and discipline.
- Government should provide opportunities for the teacher to improve on their professional competencies through in-service training. This will help equip them professionally to face the classroom challenges confronting them.

Conclusion

Maintenance of discipline in primary school through effective classroom management is a vital tool in building good educational standards for children. But it is unfortunate that schools have not been able to establish standard ways of enforcing

discipline through effective classroom management and supervisory techniques to address the basic learning needs of children.

Going by the findings of this study it is evident that teachers who have questionable personality traits hamper the process of instilling of class discipline in the pupils. It is paramount then that this should be given maximum attention as it will help increase the chances of bringing up children who have good moral ethics as well as well disciplined.

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