



Effect of Indulgent Classroom Management System on Performance of Students in Public Secondary Schools in Imo State

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Abstract: *The objective of the study was to ascertain the coefficient of relationship between indulgent classroom management style and the performance of students in public secondary schools in Imo State. The study adopted descriptive survey design. The population of the study comprised all the teachers and students of public secondary schools in Imo State (212123). A sample size of 399 was arrived at through Taro Yamane sample size determination technique. The researcher adopted questionnaire as instrumentation for the study. The data which was generated from the questionnaire was analyzed using modified four point Likert type scale, Pearson Correlation coefficient, standard deviation statistics was used to test the hypothesis because of the large sample size. The result shows that all the listed items having a mean response of 2.5 and above is interpreted as positive, while those below 2.5 is taken as negative. The study revealed that, there is positive relationship among each of the variable items of indulgent classroom management style and the performance of students in Imo State Public Secondary Schools. The related null hypothesis was therefore rejected in this respect. Students' independence and changing the behaviour of teachers enhance permissive management classroom style which should be guided strictly by the teacher in question.*

Keywords: *indulgent classroom management style, performance of students. Public secondary schools*

1. Introduction

Classroom management has been defined in many different ways; Tal, (2010) defines classroom management as “the ability of the teacher to lead the class toward achieving the socio-emotional welfare and learning of the students” (pg.144). The *indulgent* style presents an environment where there are no demands on the student of any sort, and students are actively supported in their efforts to seek their own ends using any reasonable means.

Effective indulgent classroom management maximizes academic learning time. The teacher has various tasks related to his/her job of disseminating knowledge. The teacher prepares the infrastructure for conducive education which includes the time duration for contacts, space in the classroom, infrastructure resource and finally, the learning material. The techniques of instruction also play a vital role in enabling the student and making the teacher successful. Therefore, classroom management has a wide spectrum of tasks and activities involving, the teacher, the student and the support factors. The authoritarian style tends to be characterized by

numerous behavioural regulations, is often seen as punitive and restrictive, and students have neither a say in their management, nor are they seen to need explanations; the teacher's character is sometimes perceived as being cold, even punishing.

The negative consequences of teachers using ineffective indulgent classroom management strategies are not limited to only students; in a study conducted by Clunies-Ross, (2009), workload and student misbehavior were the two biggest contributors to teacher stress. Furthermore, Hastings and Bham (2011) found that various aspects of student classroom behavior (e.g., disrespect, lack of student sociability, and lack of attentiveness) differentially predicted various aspects of teacher burnout (e.g., emotional exhaustion, depersonalizing students, and lack of feelings of personal accomplishment). Research has consistently shown that teacher stress affects the teacher's performance, physical and emotional well-being as well as that of their families', and the school as a whole (Clunies-Ross., 2009).

2. Methodology

Design of the Study

The study adopted descriptive survey design.

Area of the Study

Imo is one of the 36 states of Nigeria and lies in the south east of Nigeria. Owerri is its capital and largest city. Its other major cities are Orlu and Okigwe. Located in the south-eastern region of Nigeria, it occupies the area between the lower River Niger and the upper and middle Imo River. Imo State is bordered by Abia State on the East, River Niger and Delta State to the West, Anambra State on the North and Rivers State to the South (Vanguard, Nigeria, 2 June 2015). The state lies within latitudes 4°45'N and 7°15'N, and longitude 6°50'E and 7°25'E with an area of around 5,100 sq km (Imo State Government, 2010). Since education is of paramount importance in Imo State, this study was designed to investigate authoritative classroom management style that will correlate the performance of students in both urban and rural secondary schools in Imo State. The area of the study will comprise the six educational zones spread across the state of Imo. These include: Okigwe Zone 1 and Zone 2, Orlu Zone 1 and Zone 2 and Owerri Zone 1 and Zone 2 respectively.

Population of the Study

The population of the study comprised all the teachers and students of public secondary schools in Imo State. These were the respondents to be studied on, in the area with population of 212123 consisting 5363 and 20676 teachers and students respectively. The respective population of teachers and secondary school students are as follows: Okigwe Zone I (339 and 14517), Okigwe Zone II (547 and 16830), Orlu Zone I (815 and 41198), Orlu Zone II (394 and 25679), Owerri Zone I (2506 and 73377) and Owerri Zone II (762 and 35159), respectively in Imo State (see Table 1).

Table 1: Composition of the Research Population

s/n	Zone	No of Teachers	No of Secondary School Students	Total
1	Okigwe Zone I	339	14517	14856
2	Okigwe Zone II	547	16830	17377
3	Orlu Zone I	815	41198	42013

4	Orlu Zone II	394	25679	26073
5	Owerri Zone I	2506	73377	75883
6	Owerri Zone II	762	35159	35921
	Total	5363	206760	212123
	Grand Total	212123		

Source: Field Survey, 2018 (SEMB).Record and Statistics

Sample and Sampling Techniques

Respondents were chosen for the study through the use of Yamene (1967) sample size determination technique. This technique was used because: a) the population of the research is finite, b) probability procedure can be used, and c) the data is assumed to be randomly distributed. The method used is indicated below – Mathematically derived Yamane formula: $n = \frac{N}{1+N(e)^2}$; Where, n = required responses/sample size, (e)² = error limit, N = population size.

Sample Size Proportion Allocation

To assign the sample size of 399 to the respondents, the researcher employed the Bourley’s proportional allocation formula (see Table 2): $n_b = \frac{n(n)}{N}$; Where: n_b = Bourley Proportional Allocation Formula, n = Population allocated to respondent groups, n = Total sample size, N = Population of the study. The determination of each of the sample group is shown in Table 2:

Table 2: Sampling Distribution using Bourley’s Proportional Allocation Technique

Study Under Study	Population Frequency	Sample Size Distribution Using Bourley’s Technique
Okigwe Zone I	14856	$n_b = 28$
Okigwe Zone II	17377	$n_b = 33$
Orlu Zone I	42013	$n_b = 79$
Orlu Zone II	26073	$n_b = 49$
Owerri Zone I	75883	$n_b = 143$
Owerri Zone II	35921	$n_b = 67$
OVERALL TOTAL	212123	399

Source: Field Survey, 2018 (Record and Statistics Unit SEMB Imo State)

Instrument for Data Collection

The researcher adopted questionnaire as instrumentation for the study.

Validation of Instrument

Draft copies of the questionnaire with the main and specific purposes of the study were given to an expert in measurement and evaluation as well as nine experts in the field of education. The validates was used to vet items in achieving the specific objectives through providing data for answering the research questions. Corrections and suggestions offered by the experts were effected before the final draft of the questionnaire was produced and used for this study. Content validity examines if the instrument adequately covers the scope implied by the topic of the study. This study’s research instrument has content validity because it ensured that all the questions asked in the questionnaire are represented in literature. Secondly, a panel consisting of 5 experts (3 from department of social science education and 2 from department of measurement and evaluation) were used to vet the questions in the questionnaire objectively; paying particular attention to the relevance of the subject matter and their coverage of the entire topic of study.

The construct validity examined how adequately an instrument measures the actual meaning of a construct or concept which has been deliberately adopted for a specified scientific purpose. The value of factor analysis may vary from 0 to 1. The benchmark should be 0.50 or higher as recommended by Hair, Anderson, Tatham and Black (1995). For factor analysis. If this is not achieved, then it is necessary to drop the variable(s) with lowest anti image value until overall factor analysis rises above 0.50.

Table 3: Factor Analysis

Determinants of classroom management style	Factor
Indulgent Style	
Indulgent style presents an environment where there are no demands on the student of any sort	0.7969
Students are have freedom of activities	0.7680
Students are actively supported in their efforts	0.8961
Students seek their own ends using any reasonable means.	0.8085
Teachers are sure that students understand their behaviors	0.5920
Teachers are kind even though they inculcate discipline to students	0.8173

Reliability of the Instrument

The data to be generated was analyzed to determine the internal consistency of the instrument using Cronbach Alpha. The result yielded a reliable index which was enough to indicate that the instrument was reliable for the study.

The internal consistency reliability test (pilot test) through Cronbach’s Alpha was drawn from the 5 questionnaire administered to experts. Thus, a pilot test from the 5 experts was carried out to ascertain the reliability of the study items using Cronbach’s Alpha () analysis. The overall Cronbach Alpha correlation for the study’s research instrument was 0.9251. However, all other variable items for this study appear to be dependable, useful and contribute to the overall reliability.

Method of Data Collection

The questionnaire was administered by the researcher to the respondents (i.e. teachers and students) with the help of trained assistants to ensure high percentage return. The assistant researchers were instructed on the purpose and the methods of administering the instrument. The

researcher administered the questionnaire to the respondents (i.e. teachers and students) with the help of six (6) assistants, one from each education zone, of the six (6) zones in Imo State. The assistants adequately trained by the researcher on how to administer the questionnaires to the respondents. The training was necessary to ensure that the research assistants are not biased and to ensure high percentage return. This assistant ensured that the copies of questionnaires were duly administered and appropriately retrieved on the whole. This gave high percentage (100%) of return.

Method of Data Analysis

The data which was generated from the questionnaire was analyzed using modified four point Likert type scale value to score all the options in the same direction, while the Pearson Correlation coefficient was used to answer the research questions as the analysis of the data was done in respect to each research hypothesis. Nevertheless, standard deviation statistics was used to test the hypothesis because of the large sample size, and also for the variables which are continuous and not discrete; hence, it is proportional that when the sample size is equal or greater than 30, standard deviation will be more appropriate.

3. Results and Discussion

This chapter deals with the presentation and analysis of data collected in the course of the study. The presentation and analysis of data is organized in accordance with the research question and hypothesis.

Objective 3

Determine the coefficient of relationship between indulgent classroom management style and the performance of students in public secondary schools in Imo State.

Table 4.7: Summary of the mean responses of the teachers and pupils on the extent to which indulgent classroom management style influence performance of students (n=399)

Item No.	Indulgent Classroom Management Style	\bar{X}	Remark
1	Indulgent style presents an environment where there are no demands on the student of any sort	2.31	Disagree
2	Students have freedom of activities	2.63	Agree
3	Students are actively supported in their efforts	2.70	Agree
4	Students seek their own ends using any reasonable means	2.68	Agree

Note: n = 399, \bar{X} = Mean

Table 4.7 present data on the relationship between indulgent classroom management style and performance of students in public secondary schools in Imo State. The result shows that all the listed items having a mean response of 2.5 and above is interpreted as positive, while those below 2.5 is taken as negative. The highest performance met by indulgent management style was, it is often seen as students are actively supported in their effort, students seek their own ends using any reasonable mean and students have freedom of activities with mean responses of 2.5 and above.

Research Question 3

What is the coefficient of relationship between indulgent classroom management style and the performance of students in Imo State Public Secondary Schools?

This question wants to find out if there is significant relationship between indulgent classroom management style and the performance of students in Imo State Public Secondary Schools. Table 4.8 below indicates positive relationship among each of the variable items of indulgent classroom management style and the performance of students in Imo State Public Secondary Schools.

Table 4.8: Pearson’s Non-parametric Rho Correlation t-tests between Indulgent Management Style and Performance (n=399)

Indulgent Classroom Management Style	Performance of students in Imo State Public Secondary Schools			
	P1	P2	P3	P4
ITS1	0.172 (1.993)*	0.058 (0.185)	0.116 (2.011)*	0.409 (4.266)**
ITS2	0.167 (2.311)*	0.480 (3.708)**	0.539 (4.398)**	0.256 (2.312)
ITS3	0.066 (0.948)	0.527 (0.245)*	0.409 (2.610) *	0.191 (1.985)*
ITS4	0.517 (4.590)**	0.133 (1.164)	0.224 (2.317)*	0.045 (0.962)

Note: * = Correlation is significant at the 0.05 level (2-tailed), ** = Correlation is significant at the 0.01 level (2-tailed), values in parenthesis are t-values, ITS1=Indulgent style presents an environment where there are no demands on the student of any sort, ITS2=Students have freedom of activities, ITS3=Students are actively supported in their efforts, ITS4=Students seek their own ends using any reasonable means, P1=Classroom management style has improved performance of students in secondary schools, P2=Students’ academic perform is due to management styles, P3=Academic performance is better than previous years, P4=Performance of students encourage tertiary admissions

Source: SPSS Version 21 for Windows

Test of Hypothesis 3

Ho₃: There is no significant relationship between indulgent classroom management style and performance of students in Imo State Public Secondary schools.

Table 4.9: Analysis of t-test values on indulgent classroom management style and performance (n=399)

Item No.	Indulgent Classroom Management Style	Teachers		Students		t-cal	RMK
		\bar{X}_1	S ₁	\bar{X}_2	S ₂		
1	Indulgent style presents an environment where there are no demands on the student of any sort	3.39	1.21	4.30	0.82	-2.34	NS
2	Students have freedom of activities	3.66	1.10	3.10	1.52	3.40	S
3	Students are actively supported in their efforts	3.31	1.13	2.30	1.25	2.84	S
4	Students seek their own ends using any reasonable means	3.12	1.62	2.10	0.19	3.19	S

Note: \bar{X} = mean, S = standard deviation, n₁= 150, n₂= 249, t – tab = 1.96, P = 0.05, df = 397, NS = not significance, S = significant

Table 4.9 shows, the t-distribution of the opinion of indulgent management style and performance of students in public secondary schools in Imo State. The data revealed a non-significant in the option of indulgent management style. Such indulgent management style included item number such as 1 (t-cal t-tab at df 397 and = 0.05). In view of this therefore, the null hypothesis of no significant relationship between indulgent classroom management style and performance of students in Imo State Public Secondary schools, in respect of those items were accepted. The result also shows that the calculated t-value of indulgent management style such as items numbers 2, 3 and 4 were more than the corresponding table t-value at 397 df and = 0.05. This indicated that there is significant relationship between indulgent classroom management style and performance of students in Imo State Public Secondary schools. The related null hypothesis was therefore rejected in this respect.

Findings

There are positive relationship among each of the variable items of indulgent classroom management style and the performance of students in Imo State Public Secondary Schools. The indulgent classroom management style allows students independence and also changes the behaviour of teachers for improved performance. The indulgent classroom management style was positive and presents an environment where there are no demands on the student of any sort. In this scenario, students are actively supported in their efforts to seek their own ends using any reasonable means (Baumrind, 2014). Certain systems-level interventions such as School-Wide Positive Behavioral Interventions and Supports have been shown to be effective in decreasing the number of office referrals and school suspensions (Handler and Feinberg, 2011). However,

Hindeman, (2016) contend that a key aspect of any major improvement in school systems and in students' education is changing the behavior of teachers. Similarly, Onghena and Colpin, (2010) suggest improving the "professional functioning" (pg. 881) of teachers and other professionals in order to prevent and respond more effectively to behavioral difficulties.

4. Conclusion

The study revealed that, there is positive relationship among each of the variable items of indulgent classroom management style and the performance of students in Imo State Public Secondary Schools. The result also shows that the calculated t-value of indulgent management style such as items numbers 2, 3 and 4 were more than the corresponding table t-value at 397 df and $\alpha = 0.05$. This indicated that there is significant relationship between indulgent classroom management style and performance of students in Imo State Public Secondary schools. The related null hypothesis was therefore rejected in this respect.

5. Recommendation

Students' independence and changing the behaviour of teachers enhance permissive management classroom style which should be guided strictly by the teacher in question.

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