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ANTHONY EZE

Department of Technology & Vocational Education, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria

ISAAC NWANKWO

Department of Educational Management & Policy, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria

FREDRICK UMEOBI

Department of General Studies, Federal Polytechnic, Oko, Anambra State, Nigeria

TEACHERS' CLASSROOM MANAGEMENT PRACTICES FOR EFFECTIVE TEACHING AND LEARNING OF ENTREPRENEURSHIP STUDIES IN SECONDARY SCHOOLS IN ANAMBRA STATE OF NIGERIA

Abstract:

The main purpose of this study was to ascertain extent of teachers' classroom management practices for effective teaching and learning of entrepreneurship studies in secondary schools. Two research questions and two null hypotheses guided the study. The research design adopted is descriptive survey. The study was conducted in Anambra State of Nigeria and it covered all the private and public secondary schools in the state. The population for this study comprised all the three thousand, two hundred and seventy five (3275) secondary school teachers while the sample for this study comprised 1641 (one thousand, six hundred and forty-one) respondents selected through proportionate random sampling technique. A researcher-developed instrument was used for data collection. Three experts validated the instrument. The reliability of the instrument was determined using Cronbach alpha on data collected from a sample of 30 teachers from secondary schools in Enugu State. The overall scale reliability coefficient for the instrument was 0.84. The researchers collected data with the help of six research assistants who are teachers in secondary schools in the State. In answering the research questions, mean and standard deviations were used. Similarly, the null hypotheses were tested at the 0.05 level of significance using t-test. Findings indicated that teachers in public and private secondary schools in Anambra State do not ensure that the teaching and learning of entrepreneurship are effective in meeting learners' needs. Accordingly, it was among others recommended that The State Ministry of Education should organize workshops and seminars for teachers in secondary schools on how they can ensure that the teaching and learning of entrepreneurship are effective in meeting learners' needs and that tertiary institutions in Anambra State should mount on-the-job training programmes on classroom management practices for effective teaching and learning of entrepreneurship for teachers in secondary schools.

Keywords:

Entrepreneurship; Teachers; Classroom; Management Practices; Learning Environment; Effective Teaching and Learning; Secondary Schools

JEL Classification: A20

Introduction

Education is an important tool for national awareness, positive change and development. The soundness of a nation's economy, politics and social values mostly depends on the amount of qualitative and quantitative education she could offer to her citizens. Nigeria therefore advocates for the philosophy of education that could cater for the needs of her citizens. One of such needs is the provision of job opportunities to the citizens. This is because of the alarming rate of unemployment among school leavers in Nigeria.

The efforts at solving the unemployment problems in the country culminated in the renewed interest of the government in self-reliance. According to Nwangwu (2007) academic institutions were therefore encouraged by the government to design programmes that will equip students, on graduation, with skills capable of making them job creators rather than job seekers. This was the reason behind the introduction of entrepreneurship studies in the school curriculum. Nwankwo (2006) defined entrepreneurship education as an integral part of general education designed to equip students with entrepreneurial skills that will make them self-reliant, self-employable, creative and innovative.

Entrepreneurship study is made up of all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds (Okeke, 2009). It goes beyond business creation to include increasing students' ability to anticipate and respond to societal changes. Thus, entrepreneurship studies enable a recipient to develop the willingness and ability to explore and exploit investment opportunities, establish and manage a successful business enterprise.

The Federal Republic of Nigeria (FRN, 2011) stated the entrepreneurship subjects to include auto body repair and spray painting, auto electrical work, auto mechanical work, auto parts merchandising, air conditioning refrigerator welding and fabrication engineering craft practice, electrical installation and maintenance work. Others, according to the same document include radio TV and electrical work, block laying, brick laying and concrete work, painting and decorating, plumbing and pipe fitting,

machine woodworking, carpentry and joinery, furniture making, upholstery, catering and craft practice, garment making, textile trade, dyeing and bleaching, printing craft practice. Further provisions are cosmetology, leather goods manufacturing and repair, keyboarding, short hand, data processing, store keeping, book keeping, GSM maintenance, etc, photography, tourism, mining, animal husbandry, fisheries, marketing, and salesmanship.

The Federal Ministry of Education (FRN, 2011) articulated the objectives of entrepreneurship studies to include:

1. Offer functional education for the youths so as to enable them to be self-employed and self-reliant.
2. Offer graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities.
3. Provide graduates with adequate training in risk management.
4. Provide the young graduates with enough training and support that will enable them to establish a career in small and medium sized businesses.
5. Offer graduates adequate training in the acquisition of skills that will enable them meet the manpower needs of the society.
6. To stimulate both individual and economic growth of rural and less developed areas.
7. Provide both small and medium business enterprises with the opportunity of recruiting graduates who will be trained and tutored in the skills relevant to the management and operation of small business centres.
8. To inculcate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on.

The above objectives are relevant in considering the state of education in Nigeria. The primary objective of entrepreneurship studies as could be observed above is to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Skill acquisition is therefore imperative in entrepreneurship studies and teachers hold the keys with reference to the way they manage the classrooms to the benefit of the students.

The first classroom management practice discussed in this work is promoting quality of teaching and learning. According to Fadokun (2018), quality teaching and learning is essential for achieving the goals of secondary education in Nigeria. FRN (2014) noted that the quality of teaching and learning focuses on how effective the teaching and learning are in meeting the full range of the learner's needs. FME further stated that the quality of teaching and learning concerned with the extent to which learners acquire new knowledge and skills in their work, develop ideas and understanding, show engagement, application and concentration, develop the skills and capacity to work independently and collaboratively. The next classroom management practice discussed in this work is maintenance of quality of learning environment.

The quality of learning environment is very essential for the teaching and learning of entrepreneurship in secondary schools. According to FRN (2014), the quality of learning environment is concerned with how well the quality of learning environment contributes effectively to learner's progress and achievement. It also focused on how the conducive of environment to learning the use of ICT in the school and the extent of adequacy of learning equipment and other facilities in the schools. In the light of the above, this study determined classroom management practices for effective teaching and learning of entrepreneurship with emphasis on quality of teaching and learning and learning environment.

Purpose of the Study

The main purpose of this study was to determine teachers' classroom management practices for effective teaching and learning of entrepreneurship studies in secondary schools in Anambra State of Nigeria. Specifically, the study determined:

1. Teachers' classroom management practices for ensuring that teaching and learning of entrepreneurship are effective in meeting learners' needs.
2. Teachers' classroom management practices for ensuring that learning environment contributed effectively to the learners' entrepreneurial progress and achievement.

Research Questions

1. What are the teachers' classroom management practices to ensure that teaching and learning of entrepreneurship are effective in meeting learners' needs?
2. What are the teachers' classroom management practices to ensure that learning environment contributed effectively to the learners' entrepreneurial progress and achievement?

Null Hypotheses

HO₁: There is no significant difference in the mean ratings of teachers in public and private secondary schools on how they ensure that teaching and learning of entrepreneurship are effective in meeting learners' needs.

HO₂: There is no significant difference in the mean ratings of teachers in public and private secondary schools on how they ensure that learning environment contributed effectively to the learners' entrepreneurial progress and achievement.

Research Method

The researchers adopted descriptive survey design in this study. The study was conducted in Anambra State of Nigeria. It covered all the private and public secondary schools in the state. The population for this study comprised all the three thousand, two hundred and seventy five (3,275) secondary school teachers while the sample for this study comprised 1,641 (one thousand, six hundred and forty-one) respondents selected through proportionate random sampling technique. The researchers-developed instrument was used for data collection. Three experts validated the instrument. The reliability of the instrument was determined using Cronbach alpha with data collected from a sample of 30 teachers from secondary schools in Enugu State. The overall scale reliability coefficient for the instrument was 0.84. The researchers collected data with the help of six research assistants who are teachers in secondary schools in the State. In answering the research questions, mean and standard deviations were used. Similarly, the null hypotheses were tested at the 0.05 level of significance using t-test.

Presentation of Data

Research Question 1: What are the teachers' classroom management practices to ensure that teaching and learning of entrepreneurship are effective in meeting learners' needs?

Table 1: Mean Ratings of Teachers in Public and Private Secondary Schools on the Extent they Ensure that Teaching and Learning of Entrepreneurship are Effective in Meeting Learners' Needs

S/ N	As a Classroom Teacher, I Ensure that Teaching and Learning of Entrepreneurship are Effective in Meeting Learners' Needs By:	Public Secs.			Private Sec. Schs.		
		\bar{X}	Sd	Rmks	\bar{X}	Sd	Rmks
1	Using my lesson notes on entrepreneurship to monitor my instructional delivery in order to ensure quality learning of entrepreneurship in class.	2.40	1.01	D	2.34	1.02	D
2	Reviewing my instructional delivery periodically to ensure that quality learning of entrepreneurship is imparted to students.	2.51	1.03	A	2.04	1.01	D
3	Building students' skills through active participation in class activities.	2.31	1.00	D	2.22	1.02	D
4	Providing learning opportunities individually for every student in the class.	2.01	1.02	D	2.43	1.03	D
5	Using different teaching methods for effective learning in the class.	1.32	1.03	SD	2.08	1.01	D
6	Using home-works to extend students' learning.	2.36	1.02	D	2.33	1.03	D
7	Using supervisory visits to create interactive learning environment in the class.	1.40	1.01	SD	1.46	1.03	SD
8	Using instructional materials to improve students' learning.	1.44	1.03	SD	1.21	1.00	SD
9	Improvising instructional materials that contribute to meaningful learning.	1.22	1.00	SD	1.32	1.02	SD
Mean of Means		1.89	1.02	D	1.94	1.02	D

Results in Table 1 indicate the classroom management practices for effective teaching and learning of entrepreneurship. The public secondary school teachers' mean rating of 2.51, for item 2 indicate that they review their instructional delivery periodically to ensure that quality learning in imparted to students. The cluster mean of 1.89 with standard deviation of 1.02 for public secondary school teachers and the cluster mean of 1.94 with standard deviation of 1.02 indicate that teachers in public and private secondary

schools do not ensure that the teaching and learning of entrepreneurship are effective in meeting learners' needs.

Research Question 2: What are the teachers' classroom management practices to ensure that learning environment contributed effectively to the learners' entrepreneurial progress and achievement?

Table 2: Mean Ratings of Teachers on how they ensure that the Learning Environment Contributed effectively to the Learners' Entrepreneurial Progress and Achievement.

S/ N	As a Classroom Teacher, I Ensure that Learning Environment Contributed effectively to the Learners' Entrepreneurial Progress and Achievement By:	Public Sec. Schs.			Private Sec. Schs.		
		\bar{X}	Sd	Rmks.	\bar{X}	Sd	Rmks.
10	Arranging the class properly in order to make teaching interesting to students.	2.56	1.02	A	2.5 3	1.01	A
11	Making instructional materials accessible to students in order for them to learn in a good learning environment.	1.31	1.02	SD	1.5 2	1.02	D
12	Furnishing classrooms well to enable students have conducive learning environment.	1.40	1.03	SD	2.5 1	1.02	A
13	Ensuring that management stocks the school library with current books on entrepreneurship for students' use.	1.30	1.02	SD	2.6 1	1.01	A
14	Ensuring that management equips entrepreneurship workshop fully for students' use.	1.48	1.01	SD	2.7 4	1.02	A
15	Providing information and communication technology facilities for students to have good entrepreneurial learning environment.	1.32	1.01	SD	2.5 4	1.02	A
16	Ensuring that school has adequate security by instructing security men to guard entrepreneurship workshop.	1.45	1.04	SD	2.5 6	1.01	A
17	Instructing cleaner to sweep the entrepreneurship workshop to ensure that the workshop is conducive for learning.	1.44	1.03	SD	2.6 4	1.01	A
18	Fencing the school entrepreneurship workshop to keep away things that could distract students from learning.	1.41	1.01	SD	2.6 0	1.02	A
19	Ensuring that the class is free from bullying by implementing rules against bullying.	2.52	1.01	A	2.5 5	1.01	A
20	Mandating students to keep neat and tidy classrooms to facilitate learning.	1.42	1.02	SD	2.6 2	1.03	A
21	Ensuring that the classroom is well ventilated and has proper lighting.	1.35	1.01	SD	2.6 2	1.03	A
Mean of Means		1.58	1.02	D	2.5 1	1.02	A

Results in table 2 show the teachers' classroom management practices to ensure that learning environment contributed effectively to the learners' entrepreneurial progress and achievement. The public secondary school teachers' mean ratings of 2.56 and 2.52 for items 10 and 19 respectively indicate that they arrange classes properly in order to make teaching of entrepreneurship interesting to students and as well, ensure that the class is free from bullying by implementing rules against bullying.

The standard deviations for the public secondary school teachers range between 1.01 and 1.04 with cluster mean standard deviations of 1.02 indicating that the ratings of the public secondary school are close to the mean. In the same manner, the standard deviations for teachers in private secondary schools range between 1.01 and 1.03 with cluster standard deviations mean of 1.02 to indicate closeness of the ratings to the mean. The cluster mean of 1.58 for teachers in public secondary schools indicate that they do not ensure that learning environment contributed effectively to the learners' entrepreneurial progress and achievement. On the other, the private secondary school teachers' cluster mean of 2.51 indicate that they ensure that learning environment contributed effectively to the learners' entrepreneurial progress and achievement.

Testing null Hypotheses

HO₁: There is no significant difference in the mean ratings of teachers in public and private secondary schools on how they ensure that teaching and learning of entrepreneurship are effective in meeting learners' needs.

Table 3: t-test of Teachers in Public and Private Secondary Schools on how They Ensure that Teaching and Learning of Entrepreneurship Are Effective in Meeting Learner Needs

Teachers	Sample Size	\bar{X}	Sd.	Df.	t-Cal.	t-Crit.	Decision
Pub. Sch.	729	1.89	1.02	1639	-0.88	±1.9650	Not Significant (< 0.05)
Priv. Sch.	910	1.94	1.02				

The result as presented in Table 3 showed that, the t-test calculated is -0.88, while the t-test critical table value is ±1.9650. This value calculated is less than the critical

observed table value which is ± 1.9650 and falls within the acceptable region. The null hypothesis (H_0) of no significant difference in the mean ratings is thus accepted indicating that there is no significant difference in the mean ratings of teachers in public and private secondary schools on how they ensure that teaching and learning of entrepreneurship are effective in meeting learners' needs.

HO₂: There is no significant difference in the mean ratings of teachers in public and private secondary schools on how they ensure that learning environment contributed effectively to the learners' entrepreneurial progress and achievement.

Table 4: t-test of Teachers on how they ensure that Learning Environment Contributed Effectively to Learners' Entrepreneurial Progress and Achievement

Teachers	Sample Size	\bar{X}	Sd.	Df.	t-Cal.	t-Crit.	Decision
Pub. Sch.	729	1.58	1.02	1639	2.75	± 1.9650	Significant (> 0.05)
Priv. Sch.	910	2.51	1.02				

The result as presented in Table 4 showed that, the t-test calculated is 2.75, while the t-test critical table value is ± 1.9650 . This value calculated is greater than the critical observed table value which is ± 1.9650 and falls within the rejection region. The null hypothesis (H_0) of no significant difference in the mean ratings is thus rejected indicating that there is significant difference in the mean ratings of teachers in public and private secondary schools on how they ensure that learning environment contributed effectively to the learners' entrepreneurial progress and achievement.

Summary of Findings

Based on the data analysis, the summary of major findings of the study are as follows:

1. Teachers in public and private secondary schools in Anambra State do not ensure that the teaching and learning of entrepreneurship are effective in meeting learners' needs.
2. Teachers in public secondary schools do not ensure that learning environment contributed effectively to the learners' entrepreneurial progress and achievement

but those in private secondary schools ensure that learning environment contributed effectively to the learners' entrepreneurial progress and achievement.

3. There is no significant difference in the mean ratings of teachers in public and private secondary schools on how they ensure that teaching and learning of entrepreneurship are effective in meeting learners' needs.
4. There is significant difference in the mean ratings of teachers in public and private secondary schools on how they ensure that learning environment contributed effectively to the learners' entrepreneurial progress and achievement.

Discussion of Findings

The study investigated how teachers ensure that teaching and learning of entrepreneurship in their schools are effective in meeting learner's needs. Findings indicated that teachers in public and private secondary schools in Anambra State do not ensure that the teaching and learning of entrepreneurship are effective in meeting learners' needs. Data analysis for hypothesis are indicated that there is no significant difference in the mean ratings of teachers in public and private secondary schools on how they ensure that teaching and learning of entrepreneurship are effective in meeting learners' needs. The finding of this study is quite surprising to the researchers. One expected the results to be different for some reasons. One, Anambra state has been performing creditably in external examinations. The researchers wonder why the excellent performance could be extended to entrepreneurship studies. Again, the researchers also expected private secondary schools to rate the items differently considering the rush for private secondary schools in the State. The findings of this study have, however indicated that both public and private secondary school teachers are the same on how they ensure that the teaching and learning of entrepreneurship are effective in meeting learners' needs.

The findings of this study is in line with Oyoyo (2014) that quality teaching and learning mechanisms are applied to a low extent in secondary school administration in Umuahia Education Zone. In the same vein, Afzal and Afzal (2015) found that quality teaching and learning has a significant relationship with students' overall academic achievement

in entrepreneurship. From students' perspective, quality teaching and learning in private school was lower but their achievement scores were higher than public school students. Also, the study by Naveed, Shahab and Muhammad (2013) revealed that teachers in public and private secondary schools did not differ significantly in their mean ratings on the extent they ensured teaching and learning meet learners' needs in their schools.

Further findings of the study indicated that teachers in public secondary schools do not ensure that learning environment contributed effectively to the learners' entrepreneurial progress and achievement whereas those in private secondary schools ensure that learning environment contributed effectively to the learners' entrepreneurial progress and achievement. Data analysis for hypothesis two indicated that there is significant difference in the mean ratings of teachers in public and private secondary schools on how they ensure that learning environment contributed effectively to the learners' entrepreneurial progress and achievement.

It is true that public and private secondary schools derive their learning contents from the same source but the environment in which the contents are developed or implemented differs. For instance, the primary goals of private schools are not the same with those of public schools. While those of the private are more of commercial, those of public schools are more of social services. Due to this difference in goals, different management practices are normally used. Unlike public schools that are more democratic, private schools are more autocratic. Private schools are autocratic in order to achieve their goals effectively, make more gains and place themselves at comparative advantage over their counterparts as well as the public schools.

In support of the findings of this study, Makewa, Ngussa, Arego and Kuboja (2016) who found that there is a significant difference in perception of teachers on learning environment, teamwork, school leaders having significantly higher mean scores than teachers. They also found a positive and strong relationship among quality learning environment, teamwork, morale of work and school leadership. The study Goddard and Goddard (2009) indicated that teachers in public and private secondary schools differed significantly on the extent they collaborate for school improvement through quality learning environmental practices. The study by Goddard and Goddard also revealed

high positive relationship between quality learning environment and student's achievement in schools.

Conclusion

The conclusion of this study is that teachers in public and private secondary schools in Anambra State do not ensure that the teaching and learning of entrepreneurship are effective in meeting learners' needs. Again, unlike teachers in public secondary schools, those in private secondary schools ensure that learning environment contributed effectively to the learners' entrepreneurial progress and achievement.

Recommendations

Based on the findings of the study and the discussion that followed, these recommendations were made:

1. Teachers in public and private secondary schools in Anambra State should ensure that the teaching and learning of entrepreneurship are effective in meeting learners' needs.
2. Teachers in public secondary schools should ensure that learning environment contributed meaningfully to the learners' entrepreneurial progress and achievement.
3. The State Ministry of Education should organize workshops and seminars for teachers in secondary schools on how they can ensure that the teaching and learning of entrepreneurship are effective in meeting learners' needs.
4. Tertiary institutions in Anambra State should mount on-the-job training programmes on classroom management practices for effective teaching and learning of entrepreneurship for teachers in secondary schools.

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