

Relationship between Teachers' Classroom Arrangement and Students' Discipline in Secondary Schools in Anambra State

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Abstract

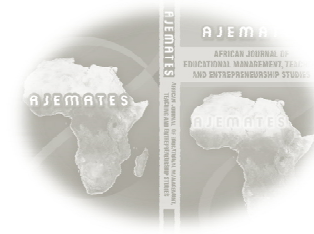
The purpose of this study was to determine the relationship between teachers' classroom arrangement and students' discipline in secondary schools. One research question and one hypothesis guided the study. It was a co-relational study carried out in Anambra State. Both public and private secondary schools in the 6 education zones of the state were studied. The population of the study comprised 3395 teachers in the six education zones. The sample for the study comprised 1,698 teachers made up of 50% of the respondents in both public and private secondary schools in the state. Data were collected with an instrument developed by the researchers. The instrument was duly validated by experts. The reliability of the instrument was established through Cronbach alpha method using data collected from secondary schools in Imo State. The researchers together with research assistants administered the instrument on the sampled population. The Pearson's Product Moment correlation coefficient was used to answer the research question while regression analysis was used in testing the null hypothesis at 0.005 level of significance. Findings indicated that there is a high and positive relationship between teachers' classroom arrangement and students' discipline in secondary schools in Anambra State. It was recommended among others that teachers are to ensure orderly class through proper physical arrangements of both students and facilities in the class.

Keywords: Relationship; Teachers; Classroom Arrangement; Students; Discipline; Secondary School.

Introduction

Social interaction among human beings in school for example, requires the making of rules and regulations for the proper conduct of the constituent parts. Quite often, these rules and regulations are violated especially in the schools as some students indulge in

delinquent acts. For the correction of such acts, teachers often resort to various types of disciplinary measures. Upon the application of these measures they have encountered some unpleasant experiences, either in the hands of the culprits, their parents or even in the hands of government agents/officials.



In addition to above, the changing Nigerian societal values and norms present another dimension of the teachers' job today. The Nigerian society has progressively become materialistic to the extent that crave for wealth, particularly through non-conventional means and certainly not through acquisition of certificates has created further problems and contradictions in the management of schools. Students on their own are more sophisticated with their own ideas, beliefs and values. They want to lead the society in which they live, hence indiscipline, fragrant disobedience, and disrespect of constituted authority, organized violence and demonstrations.

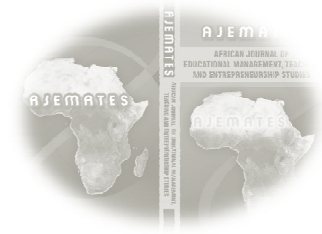
Currently, school discipline problems in some secondary schools in Anambra state have reached epidemic proportions. They have gone from classroom distractions to felonious acts such that brutalized behaviour is being carried out by some young students. In many schools in Anambra state, lack of respect for the constituted authority, as well as for the rights of other students, is undermining the ability of most schools to provide students with quality education. Even in the best of schools, employees too often experience frustration and abandonment in their efforts to maintain a safe and orderly learning environment. According to Daniels (2018), discipline problems in the school could be solved through proper classroom arrangement.

Classroom arrangement is an important factor in the process of teaching and classroom management. As Jones noted, "A

good classroom seating arrangement is the cheapest form of classroom management. It is discipline free" (Jones & Jones (2012:8). This implies that a poorly arranged class could be a potential source of discipline problems.

According to Azubuike (2012) classroom arrangement is the order or way a teacher puts in place all that are placed under his care in the classroom. The authors posited further that the way the teacher arranges the classroom plays an important role in classroom management. The seating arrangement of the students must necessarily be such that facilitates not only the students' view of the chalkboard but also the interaction of the students with one another and with the teacher for academic purposes. This implies that the seating arrangement should facilitate the movement of the teacher within the classroom, so that he can have a feel of the students' activities while he is doing the teaching. This shows that the teacher should understand that the physical environment is the framework of learning that can contribute to either promoting or impeding learning.

Adeyemo (2012) stated that classroom arrangement has to do with how a teacher puts in order all the physical objects that are found in his class. This according to the author comprises the sitting arrangements, chalkboard arrangement, placement of the maps and other teaching aids so as to allow easy movement of both the teacher and the students in other to avoid misbehaviour and promote quality teaching and learning.



Adeyemo further suggested a few common sense rules to guide classroom arrangement:

- Students should be seated where their attention is directed towards the teachers.
- High traffic areas should be free from congestions.
- Students should be able to clearly see chalkboard, screens and the teacher.
- Students should be seated facing the front of the room and away from the windows.
- Classroom arrangements should be flexible to accommodate a variety of teaching activities.
- Students should be seated so that teachers can easily move among students to monitor work and behaviour.

In addition to the above, the current researcher is of the view that classroom rules should be clearly posted when the teacher is able to follow these practices and it is the belief here that the teacher is likely to have a trouble-free class if the class is well arranged and the rules strictly followed. Every teacher knows that a safe, clean, comfortable and attractive classroom can stimulate learning and help build a classroom community which can promote good discipline. According to Ahmad (2011:8) the classroom should have the following features:

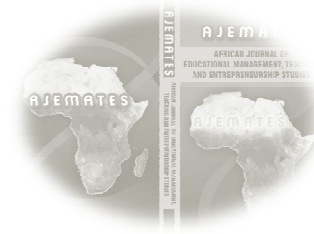
- The chalkboard
- Seats and desks
- Ventilation and lighting

- Classroom environment

It is the responsibility of the teacher to put these features in order to facilitate quality teaching and learning and students' discipline. Akiri and Ugborugbo (2009) observed that setting up the physical environment of the classroom can be quite daunting, especially when faced with older buildings with crowded classrooms and insufficient storage space.

A teacher can make the most use of his classroom environment by carefully considering his needs and those of his students. Okorie (2018) agreed with this by saying that classroom management embodies the arrangement of teacher's and student's seats, adequate and proper walking ways within the classroom, adequate and proper positioning of other classroom furniture to facilitate conducive teaching learning and atmosphere. Arogundade and Bolarinwa (2011) opined that for teaching and learning to progress effectively, the teacher must make sure that the classroom is well arranged.

Kellier (2010) noted that the physical arrangement of the classroom has the potential to encourage desirable behaviour and contribute to students' misbehaviour and performance. When the learning environment is conducive, there is every tendency that academic activities will progress. Mobegi and Oburu (2019) stated that the teacher must ensure those seats and other instructional materials in the classroom have to be arranged decently to give him



room to move freely. The classroom should be spacious, tidy and have proper ventilation. This makes students feel safe and comfortable. According to the author, when the students feel safe, they learn better. Obegi, Odingi, & Oburu (2010)) also stated that classroom is an equivalent of a factory where products are manufactured and requires effective supervision and monitoring by the teacher to make sure that learning activities go freely under a safe and accident free classroom. The authors further opined that the teacher must ensure that seats in the classroom have to be arranged decently to give him room to move very freely particularly for the teacher to ensure that students do not engage in injurious activities during teaching/learning process. Apart from being spacious and tidy, there should be proper ventilation. Nevertheless, materials used for instructional purpose must be safe for use in the classroom. Sharp objects, roughage brittle plastics, rusty objects, corrosion and poisonous chemicals must be avoided (Oduwaiye, Sofoluwe & Kayode, 2018)).

Okorie (2018) stipulated that arranging the classroom properly and providing clean classrooms promote qualitative teaching and learning. Omomia (2018) stated that the physical arrangement or positioning is done for easy communication, guidance, audience of learners, movement and consultation. Oyira (2016:8) stipulated five (5) keys to good classroom arrangement:

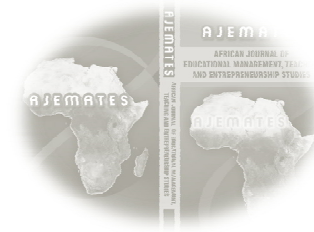
1. Keep high traffic areas free of congestions

2. Be sure students can see teacher easily
3. Keep frequently used teaching materials and students' supplies reachable and accessible
4. Make sure students can easily see the presentation.
5. Students' desk arrangement should be in small group of fairs.

Additionally, Peschly and Oliver (2017) stated that classroom arrangement significantly impacts on student behaviour, and there is evidence to suggest that it impact on achievement as well. Thus, it is important for teachers to have the knowledge necessary to make informed decisions about whether rows, clusters, semi-circles or some other arrangements will best meet the instructional needs of their students. In support of this view, Pollack (2019), stressed more on the classroom physical arrangement. For them, classroom physical arrangements can influence the way students behave and attention to academic engagement. Therefore, there is need for the teacher to take action.

Research Question: What is the relationship between teachers' classroom arrangement and students' discipline in secondary schools in Anambra State?

Hypothesis: There is no significant relationship between teachers' scores on the relationship between teachers' classroom arrangement and students' discipline in secondary schools in Anambra State.



Research Method

This is a co-relational study carried out in Anambra State. Both public and private secondary schools in the 6 education zones of the state were studied. These zones include Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha. There are 257 public secondary schools and 298 private secondary schools in the zones. The population of the study comprised 3395 teachers in the six education zones. The sample for the study comprised 1,698 teachers made up of 50% of the respondents in both public and private secondary schools in the state. Data were collected with an instrument developed by the researchers. The instrument was titled: “Classroom Arrangement and Students’ Discipline Questionnaire (CASDQ)”. The instrument was validated by three experts, 2 in educational administration and planning and 1 in measurement and evaluation, all in Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, AnambraState. The reliability of the

instrument was established through Cronbach alpha technique using data collected from 8 public and 10 private secondary schools in Imo State. The reliability index of the instrument was 0.82 which was considered adequate for the study. The researchers together with 4 research assistants administered the instrument on the sampled population. The Pearson’s Product Moment correlation coefficient was used to answer the research question while one-way regression analysis was used in testing the null hypothesis. The coefficients (r) of the relationship were interpreted using the Best and Khan (2003) criterion for evaluating the magnitude of a correlation:

Coefficient (r)	Relationship
.00 to .20	Negligible
.20 to .40	Low
.40 to .60	Moderate
.60 to .80	Substantial
.80 to 1.00	High to Very high

Presentation of Data

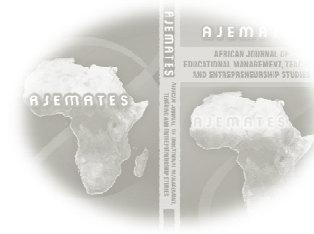
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Table 1: Summary of Pearson’s Analysis of Relationship between Teachers’ Scores on Classroom Arrangement and Students’ Discipline

N	R	Remarks
1,698	0.84	High and positive relationship

Results in Table 1 indicate teachers’ scores on classroom arrangement and students’

discipline in secondary schools in Anambra State. Based on the results, there



is a high and positive relationship between teachers' scores on classroom arrangement and students' discipline in secondary schools in Anambra State.

Null Hypothesis: There is no significant relationship between teachers' scores on the relationship between teachers' classroom arrangement and students' discipline in secondary schools in Anambra State.

Table 2: Summary of Regression Analysis of the Relationship between Teachers' scores on Classroom Arrangement and Students' Discipline

N	X	R	P-value	Remarks
1,698	0.85	0.32	0.195	S

*** P < 0.05; Hypo. Rejected**

The results in Table 2 showed **r**-value of 0.32 with a P-value of 0.195. The P – value is less than **r**-value at significant level of 0.05. These results suggest that there is significant relationship between teachers' scores on the relationship between teachers' classroom arrangement and students' discipline in secondary schools in Anambra State. The null hypothesis is rejected. The conclusion is that there is significant relationship between teachers' scores on the relationship between teachers' classroom arrangement and students' discipline in secondary schools in Anambra State.

Discussion of Findings

Both research question and hypothesis determined the nature of relationship between teachers' classroom arrangement and students' discipline in secondary schools. Findings indicated that there is a high and positive relationship between teachers' classroom arrangement and students' discipline in secondary schools in Anambra State. The tested null hypothesis

indicated that there is significant relationship between teachers' scores on the relationship between teachers' classroom arrangement and students' discipline in secondary schools in Anambra State.

The results indicate that teachers in public and private secondary schools in Anambra state agreed that good arrangement of classrooms can enhance teaching and learning. The findings of the study show that teachers have roles to play in curbing students disciplinary behaviours especially in the classroom. They can play these roles through proper classroom management using the skills of efficient classroom arrangement which include: arranging students to facilitate task behaviour, removing distracting materials, organizing audio-visual aids, strategically placing students with special needs, keeping neat and tidy classroom, etc. This implies that effective classroom arrangement by teachers in both public and private secondary schools in



Anambra state will enhance classroom management for teaching and learning. Students in well arranged classroom are most likely to behave well especially in the classroom. They are free from distractions and they may not likely struggle for learning materials in the class. This means that teachers in public and private secondary school in the state agree that classroom arrangement is an important factor in the process of teachers' classroom management and control. This agrees with Sowell (2013) who found out that teachers should possess the necessary skill in class arrangement for efficient teaching and learning. The seats, desks should be well arranged in rows. Furthermore, the finding of this study agrees with Zaifada and Mohammed (2010) who found that physical arrangement of the classroom relates positively with quality teaching and learning. Of course, quality teaching and learning cannot be achieved in a disorderly classroom. This suggests that good physical arrangement of the class can help in maintaining discipline in the classroom.

Conclusion

There is positive relationship between good classroom arrangement and maintenance of classroom discipline. There is less disciplinary problem in well arranged class. A teacher that arranges his class very well is less likely to experience disorderly problems among the students.

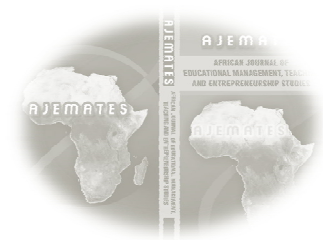
Recommendations

Based on the findings of the study and the discussions that followed, the following recommendations are made:

1. Teachers are to ensure orderly class through proper physical arrangements of both students and facilities in the class.
2. Teachers are to look inwards to see how their inability to arrange their classrooms properly contributes to students' indiscipline.
3. Teachers are to attend seminars and workshops on classroom management to enable them acquire the skills of good classroom arrangement.

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