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Teacher's Classroom Effectiveness, Class Size, Disciplinary Measures as a Correlate of Academic Performance: Implication for Counselling

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Abstract: This study investigated the relationship between class size and various aspects of teaching, including teacher's effectiveness, disciplinary measures, and classroom management. The purpose of this study is to investigate the impact of class size on teacher effectiveness, disciplinary measures, and classroom management strategies, considering the difficulties arising from overcrowded classrooms. A purposive sampling technique was used to select 100 secondary school teachers from Akoko South-West Local Government Area of Ondo State. Data were collected using a self-constructed questionnaire, and reliability was assessed through a test-retest technique with 0.76 correlation co-efficient. Data were analysed using t-test and correlational analysis. The results indicated significant relationships between average class size and teacher's competency, classroom effectiveness, disciplinary measures, and classroom management. These findings highlight the importance of class size in determining academic performance and have implications for counselling. There was a significant difference between class size and teacher disciplinary measures. There was a significant difference between class size and teacher classroom management The study concluded that counsellors and parents-teacher's association (PTA) influenced the educational and social need of the child in Ondo State. It was recommended amongst others that government should employ more teachers to fill the gap of students overcrowding and few teachers in the school settings.

Keywords: Teacher's Effectiveness, Classroom, Class Size, Disciplinary Measures, Performance

1. Introduction

Effective teaching and learning require close observation and learner-centered activities. The classroom environment plays a crucial role in achieving desired outcomes, and factors such as class size can significantly impact teacher effectiveness and student performance. This study aims to explore the relationship between class size and various aspects of teaching, including teacher's effectiveness, disciplinary measures, and classroom management. Understanding these dynamics has important implications for academic performance and counselling. (National Policy on Education Blueprint, 2010) [1]

Class size appears to be one of the crucial elements that are often considered by educational planners in order to achieve the set out objectives in any educational system. This is because of the obvious negative implication of our crowded classroom on the teacher and the learner. Ozochie (2009) [2] opined that to make the correct estimate of the resources needed is the function of population. This point suggests that the essence of having a definite number of learner in a classroom is to ensure that the resources which includes the teacher, the instructional materials, class space, seating arrangement among others are adequately provided for smooth teaching and learning.

Levin and Nalon (2021) [3] opines that apart from the need for adequate provision of resources, effective teaching and learning that seem to be the function of the teacher understanding, the individual differences of each of the learner forms the basis for the appropriate teaching skill to be applied. Onah (2008) [4] aptly noted in this regard that the essence of having a manageable class size is to ensure that the understanding rate of each of the learner, their respective general background is put into consideration by the teacher in

the course of his teaching.

Since the desired benefits of smaller class-size do not necessarily require lower students-teacher ratios, an alternative to reduce class size is to use a variety of instructional-and-school-configuration strategies broadly known as "small learning communities" While many different school designs and teaching methods are used to create small learning communities within a new or existing schools, the general goal is to increase the amount of one-on-one attention, personalized instruction or practical supports for students. In small learning communities, students are paired with teachers, trainer and support specialist who, overtime, get to know the students and their specific learning ability to needs well, enabling them to educate the students more effectively (Gilman & Antes, 2020) [5]. Even though the average student-teacher ratio in a small school may or may not change in small-learning community settings, students will be grouped and supported in ways that can potentially reproduce the benefits of smaller class-size. It is important to note, however, that smaller learning communities and related strategies such as advisories or teaming, may take a wide variety of configurations from school to school and they may be more effective or less effective depending on the quality of their design and execution (Thompson (2022) [6].

Halbach, Ehrle, Zahorik, and Molnar (2021) [7] who found that larger classes prevented teachers from being able to provide in-depth content coverage due to the loss of instructional time occurring since the teachers were spending more time handling student behavior issues. Not only do teachers cite smaller classes as having less discipline problems than larger classes, but they also stated that the more intimate environment of smaller classes enabled them to prevent behavior management issues from developing through the personal relationships they were able to develop with their students.

Mothata and Squelch (2001) [8] state that if discipline is not taken into consideration, the school environment will be dangerous and the educational process may be disrupted. This may also affect the educational performance of the learners and the overall educational attainment.

Cakmak (2009) [9] found that larger classes are often cited as being harder for the teachers to maintain student discipline, resulting in the focus of the classroom environment being more on student behavior than on student academic achievement.

As Anne (2020) [10] rightly notes and portrays assimilation as the entire problem. Solving child centered purposeful set of activities within a coherent and structured frame work. This cannot be achieved unless it can be translated into meaningful action.

Maduagwu, Bankole, Adewuyi (2008) [11] opine that effectiveness of a classroom management results when the teacher and student achieve the purpose of which either are together in a class under an overcrowded classroom environment like what obtains in most of our schools today it becomes pertinent to ask, how effective is teaching and learning particularly in subject area that requires close monitoring of the learner by the teacher (Hill, 2019) [12].

Analysis of survey and interview data from teachers provides information regarding how class size affects the practices of the classroom environment, which is closely related to studies regarding the relationship between class size and student academic achievement used to measure teacher classroom competency (Gilman & Antes, 2020) [13].

During the 2000's, the issue of class size reduction was at the forefront of education, and many states sought clear, quantitative data on the relationship between class size and student academic achievement through the use of trial programs or large-scale field experiments (Biddle & Berliner, 2022) [14].

Parent, teacher, and principal surveys indicated that stakeholders also felt the smaller classes resulted in increased student achievement as well as increases in teacher morale and in student ability beliefs (Mueller, 2018) [15].

2. Statement of the Problem

The National Policy on Education in Nigeria recommends a maximum teacher-student ratio of 1: 30 at both junior and senior secondary schools. However, many schools have overcrowded classrooms with more than fifty students per class, making teaching and learning challenging. The purpose of this study is to investigate the impact of class size on teacher effectiveness, disciplinary measures, and classroom management strategies, considering the difficulties arising from overcrowded classrooms.

3. Purpose of the Study

The study aims to:
Determine the average class size in secondary schools.
Examine the influence of class size on teacher effectiveness.
Investigate the influence of class size on teacher disciplinary measures.
Explore the influence of class size on teacher classroom management strategies.

4. Research Hypotheses

The following hypotheses are formulated for the study:
1. There is no significant relationship between average class size and teacher competency.
2. There is no significant difference between class size and classroom effectiveness.
3. There is no significant difference between class size and teacher disciplinary measures.
4. There is no significant difference between class size and teacher classroom management.

5. Methodology

A descriptive survey research design was employed for

this study. The population consisted of all public secondary school students in Akoko South-West Local Government, Ondo State. A purposive sampling technique will be used to select 100 secondary school teachers as the sample. Data will be collected using a self-constructed questionnaire titled "Teachers Classroom Effectiveness, Disciplinary Measures, and Classroom Management" on a four-point Likert scale. The questionnaire will be pilot tested with a sample of twenty students in Estate High School, Akure, using a test-retest technique. The reliability of the questionnaire will be assessed using Pearson product-moment correlation. Data analysis will involve the use of Pearson product-moment correlation and other appropriate statistical techniques.

6. Results

Hypothesis 1: There is no significant relationship between average class size and teacher's competency

Table 1. Showing the Significant Relationship Between Average Class Size and Teachers Competency.

Variable	N	Mean	Df	r-cal	P	Decision
Class Size	120	3.60	198	0.199	0.003	Significant
Teacher's Competency	80	3.30				

*Correlation is Significant at 0.05 Level (2-Tailed)

There was a significant relationship between average class size and teacher's @0.003 p-value at 0.05 level of significant, the hypothesis is hereby rejected, hence the alternate hypothesis is accepted that there was a significant relationship between average class size and teacher's competency.

Hypothesis 2: There is no significant difference between class size and classroom effectiveness.

Table 2. Showing the Significant Difference Between Class Size and Classroom Effectiveness.

Variable	N	Mean	Df	r-cal	P	Decision
Class Size	90	4.45	198	0.244	0.001	Significant
Classroom Effectiveness	110	3.60				

*Correlation is Significant at 0.05 Level (2-Tailed)

The hypothesis was tested using Pearson Product Moment Correlation; however, the outcome showed that There is no significant difference between class size and classroom effectiveness. This shows that 'p' was 0.001 at 0.05 level of significant. The hypothesis is hereby rejected since the relationship is high; hence we concluded that there was a significant difference between class size and classroom effectiveness.

Hypothesis 3: There is no significant relationship between class size and teacher's disciplinary measures.

Table 3. Showing the Significant Difference Between Class size and Teacher's Disciplinary Measures.

Variable	N	Mean	Df	r-cal	P	Decision
Class Size	100	3.20	198	0.199	0.001	Significant
Teacher's Disciplinary Measures	100	3.00				

*Correlation is Significant at 0.05 Level (2-Tailed)

There is no significant difference between class size and teacher's disciplinary measures. 0.001 at 0.05 level of significant, the hypothesis is hereby rejected, hence the alternate hypothesis is accepted that there was a significant relationship between class size and teacher's disciplinary measures.

Hypothesis 4: There is no significant difference between class size and teacher's classroom management.

Table 4. Showing the Significant Difference Between Class Size and Teacher's Classroom Management.

Variable	N	Mean	Df	r-cal	P	Decision
Class Size	70	2.41	198	0.199	0.002	Significant
Teacher's Classroom Management	130	3.23				

*Correlation is Significant at 0.05 Level (2-Tailed)

Table 4 showed that there is no significant difference between class size and teacher's classroom management. At 0.002 at 0.05 level of significant, the hypothesis is hereby rejected, hence the alternate hypothesis is accepted that there was a significant difference between class size and teacher's classroom management.

7. Discussions

The findings of the study revealed that there was a significant difference between class size and teacher's classroom management. This is in line with Halbach, Ehrle,

Zahorik, and Molnar (2001) who found that larger classes prevented teachers from being able to provide in-depth content coverage due to the loss of instructional time occurring since the teachers were spending more time handling student behavior issues. Not only do teachers cite smaller classes as having less discipline problems than larger classes, but they also stated that the more intimate environment of smaller classes enabled them to prevent behavior management issues from developing through the personal relationships they were able to develop with their students.

These findings there was a significant difference between class size and classroom effectiveness Halbach, Ehrle, Zahorik, and Molnar (2001) who found that larger classes prevented teachers from being able to provide in-depth content coverage due to the loss of instructional time occurring since the teachers were spending more time handling student behavior issues. Not only do teachers cite smaller classes as having less discipline problems than larger classes, but they also stated that the more intimate environment of smaller classes enabled them to prevent behavior management issues from developing through the personal relationships they were able to develop with their students.

There was a significant difference between class size and teacher disciplinary measures. Mothata and Squelch (2001) state that if discipline is not taken into consideration, the school environment will be dangerous and the educational process may be disrupted. This may also affect the educational performance of the learners and the overall educational attainment.

There was a significant difference between class size and teacher classroom management Cakmak (2009) found that larger classes are often cited as being harder for the teachers to maintain student discipline, resulting in the focus of the classroom environment being more on student behavior than on student academic achievement.

8. Conclusion

This study concluded that:
1. There was a significant relationship between average class size and teacher competency.
2. There was a significant difference between class size and classroom effectiveness.
3. There was a significant difference between class size and teacher disciplinary measures.
4. There was a significant difference between class size and teacher classroom management.

It showed that if all other factors like class size, classroom effectiveness, disciplinary measures and management are in place, the process of teaching and learning will be conducive for both the teachers and the students. This research can also be carried out in other developing countries and region experiencing these poor facilities and over-crowded classes.

9. Recommendation

The study recommended amongst others that government should employ teachers that will measure up to the approved teacher-student ratio by the united nation, most especially in developing nations of the world.

Implication for Counselling

1. There is need for counsellors to be involved in the implementation of school curriculum.
2. Counsellor should organise seminars for community, parents, school administrators, teachers and so as to know how to cope with the shortage of teachers in the school settings.
3. Counsellors should enforce that government stick to the teacher-student ratio for a fulfilling teaching-learning process.

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