Perceived Influence of Infrastructural Facilities and Classroom Management in Secondary Schools in Port Harcourt City, Rivers State

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ABSTRACT
This study sought to determine the Perceived Influence of Infrastructural Facilities and Classroom Management in Secondary Schools in Port Harcourt City, Rivers State. A specific objectives, a research questions and a null hypotheses were formulated to guide the study. A correlation research design was adopted for the study. A correlation research design was adopted by the researcher. The study was carried out in Port Harcourt city Local Government Area of Rivers State of Nigeria. The population of the study comprised 1,280 teachers as respondents from senior secondary schools in the Port Harcourt city Local Government Area of Rivers State. The sample size for the study comprised 384 teachers selected from senior secondary schools in the Port Harcourt city Local Government Area of Rivers State. The sample size is 30% representation of the population. The simple random sampling was adopted for the study. A structured instrument titled “Infrastructural Facilities and Classroom Management Questionnaire (IFCMQ)” was used to elicit data for the study. To validate the instrument, the questionnaire was taken to two experts. To ascertain the internal consistency of the instrument, the test-retest reliability method was adopted which yielded the result of 0.78. Mean scores was used to analyze the research questions while Z-test will be used to analyze the hypotheses at 0.05 level of significance. Based on the findings, it was revealed that there is a relationship between the state of infrastructural facilities and classroom management in senior secondary schools in Rivers State and it was recommended that Adequate funds should be made available for building of infrastructural facilities for effective classroom management, The available infrastructural facilities should be maintained for effective utilization and that classroom teachers should be trained on how to utilize infrastructural facilities for proper classroom management.

Keywords: Infrastructural, Facilities, Classroom, Management

INTRODUCTION
Education as an instrument of development gives the opportunity for acquisition of new skills and knowledge that are indispensable for socio-economic transformation of the human society. Infrastructural facilities stand as an aid to educational programmes in any country, state or Local Government Areas. Dare (2014) define infrastructural facilities as all the available assets of a school that can be used to foster and facilitate effective teaching and learning as well as to protect the physical well-being of the occupants? This implies that no educational programme can function effectively without the provision of infrastructural facilities such as: good buildings (comfortable classrooms), good roads (accessibility), technology (computer), water supply, power supply, (supply of foods) etc. With the provision of the above infrastructural facilities, educational programmes like formal, informal and non-formal can function as expected (Oyedeji, 2012). Infrastructural facilities are the physical expression of the school curriculum, that is, the school curriculum determines to a large extent the nature of infrastructural facilities to be erected and the purpose it will serve. Infrastructural facilities are expected to be adequately and carefully planned, developed and maintained in order to ensure their relevance to the school curriculum and towards effective teaching and
learning in educational institutions. A well designed and functional school buildings with a wide array of teaching aids would therefore, provide effective delivery of the school’s curriculum and are positively enhances student’s’ academic performance (Dare, 2014).

Infrastructural facilities are as old as Western Education in Nigeria. Every organization such as schools are established to accomplish goals and objectives which must be realized. One of the fundamental conditions for effective realization of organizational goals is the adequate provision and maintenance of facilities. According to Ekong (2008) infrastructure are physical facilities that enhance enjoyable and productive lives of people. Infrastructural facilities are those physical resources put in place in the school system which are used for the benefit of teaching and learning processes and for effective academic goals achievement.

Oyedeji (2012) described the total numbers of the infrastructural facilities provided in the schools as potent indicator for measuring the quality and standard of education given by any level of educational system. Oyedeji, (2012) also stated that poor and inadequate infrastructural facilities have negative significant impact on any educational programme. Aside the fact that, infrastructural facilities are the material things that facilitate teaching and learning processes in schools, the duo concepts of teaching and learning are opposite sides of a coin, for a lesson is not taught until it has been learned. This is in addition to the fact that the importance of teaching and learning on the provision of adequate instructional facilities for education cannot be over-emphasized. The dictum had been “teaching is inseparable from learning while learning is separable from teaching”. Teachers do the teaching to make the students learn, but students can learn without the teachers. But be that as it maybe, infrastructural facilities are sine qua non to teaching and learning process (Dare, 2014).

In secondary education system in Rivers State, these facilities include administrative and classroom blocks and libraries, residential facilities (dormitory, staff quarters, dinning and assembly halls, security-post, store, kitchens, toilet facilities, sick-bay, water and power supplies), and recreational facilities (football, handball, volley ball, hockey field and other field events, lawn/table tennis, net ball, racket ball and basket ball courts). These facilities are designed to support the process of teaching and learning in schools. Others are: agricultural facilities; (agricultural equipment, farms for plants and animal production), Science laboratory facilities (Physics, Chemistry, Biology, Basic Technology, Computer), etc. In another development, classroom management is conceived as the ability of the teachers to manage space, time, resources, and students’ behaviours to bring a climate that encourages learning (Alberto & Troutman, 2014).

According to Oku (2012) the classroom is an important place in the school, where the students are brought together, and given the opportunity of achieving the purpose of education and also learn to tolerate themselves. It is a place where teachers organize their work, carry out educational plans as well as a place where research findings are tested or tried out. In another view, Ozuzu (2013) defined classroom as a place where pupils or students gather for teaching and learning purposes, it holds them together and gives them ample opportunity for group socialization through interacting with one another. From Global point of view, classroom is a place where teaching, learning, acquisition of skills, as well as socialization is imbibed. In other words, the expectation and objectives of formal education are normally accomplished in the classroom. Nwankwo (2013) added that it is the arrangement of both human and material resources including programmes available and using them systematically and carefully for the achievement of objectives in teaching and learning.

Common experiences revealed that any school environment devoid of necessary facilities hardly motivate teachers and students to teach and learn. It is on this note that parents and prospective students often make judgment or take decisions on whether to identify themselves with a particular school after careful consideration, assessment and evaluation of the physical facilities in the school. Hence, if the quality and quantity of the school facilities, programmes and teachers are of high standards, this scenario attracts the admiration of the parents/students and wins their admiration to identify with the school (Nwafor, 2005).

The quality of education connotes standard of education, quality of physical facilities, quality of service, and quality of output. In a wider perspective, quality of education relates to purposes (relevance), potentiality (significance) and productivity (efficiency). Standard is defined as goals (to be achieved),
culture of academic excellence and effectiveness. Quality again connotes “fitness for use” conforming to requirements, surpassing public needs and expectations (Okeke, 2011). The quality and accessibility of infrastructural facilities are closely associated with a vital component of education that involves monitoring, evaluation and maintenance for quality assurance.

Commenting on the procurement of infrastructure, Maduagwu (2006) stated that infrastructure under education context connotes schools’ plants and facilities which act as auxiliaries or supplements to teaching and learning. Sufficient and adequate infrastructures for any educational system start with planning which involves identification of the basic need of the economic resource for such plans. This will require the services of specialists from other fields of study such as architect, quantity surveyor, artist, health workers, lawyers, educationists, economist, laboratory scientist, librarian etc. These professionals are to determine the safety space, legal documentation and design specification. When this due process has been fully accomplished, it is only then the sites of the facilities can be evaluated in terms of:

i. Geographical location
ii. Utilization of infrastructural facilities
iii. Control of truancy among students and staff
iv. Accessibility of facilities
v. Provision of future expansion
vi. The durability of the facilities etc (Nwafor, 2005).

Based on the above reasons, there are inadequate infrastructural facilities in many secondary schools in Rivers State. Yet in some Universal Basic Education secondary schools, the existing structural facilities cannot accommodate the school enrollment. Most of the facilities need maintenance still little attention is paid to the sector. The school plants that needed periodic maintenance, short or long term and preventive maintenance are utterly neglected. As a result of this, there is serious shortage of infrastructural facilities to meet up with the so called free education policy in Rivers State (Nwafor, 2005). The expansion of the existing secondary school structure or facilities that would have helped were neglected and ignored.

Students seem to learn better when the classroom is comfortable and spacious enough for them to see or do things physically. Teachers believe that students learn better by seeing, hearing and doing things. According to Obara and Chinasa (2005), the Chinese adage says: “I see, I remember, I hear, I forget, I do, I understand”

The above Chinese educational practice which is common in teaching and learning process cannot be achieved in an overcrowded classroom. This also encourage the use of instructional materials in schools.

The Concept of Classroom Management

Classroom management refers to a process that teachers guarantee the classroom instructions, the orders, the effectiveness, deal with some matters and arrange time and space, and some other factors. The traditional viewpoint was that, the purpose of classroom management is to deal with students’ misbehaviour.

Doyle (2011) also viewed classroom as a place or room that enable teachers to send assignments, make announcements and conduct questions and answers. Classroom attempts to provide a safe space or corner where learning can take place uninterrupted by other distractions while making room for proper control in consonance with the above assertion, Kyriacou (2013) argued that research on classroom management reveals that teachers still consider classroom management as a major concern. According to Doyle (2011) underlying assumption is that classroom order encourages student engagement which supports learning. Grieser (2014), successful classroom management enhances students questioning and exploration only if the learning environment is conducive.

The significance of classroom management and discipline cannot be equal; the significance of the former is more widespread than the latter one. The classroom management refers to managing the students, studying in classroom, the teacher and student’s behaviour and the activity it is the teachers that organize
what goes on in the classroom. It contributes directly to the efficiency of teaching and learning as the most effective activities can be almost useless if the teacher does not organize them efficiently.

Classroom management is a term used by teachers to describe the process of ensuring that classroom teaching and learning run smoothly despite disruptive behaviour by students (Ozuzu, 2013). The term also implies the prevention of disruptive behaviour. It is possibly the most difficult aspect of teaching for many teachers and lecturers; indeed experiencing problems in this area causes some to leave teaching altogether. A major reason was negative student attitudes and discipline which portray in schools. According to Akpomi & Amesi (2013) and Vipene & Akpomi in Akpomi & Amesi (2013) once a teacher loses control of their classroom, it becomes increasingly more difficult for his/her to regain that control.

They further stated that the time a teacher takes to correct misbehaviour caused by poor classroom management skills results in a lower rate of academic engagement in the classroom. From their perspective, effective classroom management involves clear communication of behaviour and academic expectations as well as a cooperative learning environment.

Classroom management is closely linked to issues of motivation, discipline and respect (Amesi, 2010). A large part of traditional classroom management involves behaviour modification, although many Lecturers see using behavioural approaches alone as overly simplistic (Amesi, 2011). Ideally, this transforms a classroom into a community of well-behaved and self-directed learners (Amesi & Akpomi; 2013). Dambo (2007) opined that classroom management also entails coordinating and intensifying a conducive atmosphere for effective teaching and learning. According to Grieser (2014), successful classroom management enhances students questioning and exploration only if the learning environment is conducive. Classroom management techniques as used in this study, refers to tactics adopted by teachers to ensure decorum in the classroom and thus create a healthy and conducive atmosphere for learning.

A classroom, according to Agabi in Amesi (2013) is where students converge for the purpose of learning, under the guidance of a teacher. The resources used in the classroom for this purpose are referred to as classroom resources or instructional resources. These resources are used to enhance effective teaching and learning in the classroom setting. These include both physical resources (man-made and natural) and human resources (the teacher and students).

The unprecedented expansion of the secondary schools in the last two decades has led to the need for more infrastructural facilities to accommodate the teeming population. Certain laudable objects stated in National Policy on Education (2013) are achieved through functional secondary institution. No doubt adequate allocation of infrastructural facilities in our schools will be a veritable tool in solving overcrowded classroom problem.

According to Ade in Ozuzu (2013), since the 1990s ever government has strongly expressed the belief that education is the essential instrument for national development, a veritable tool for national integration”, the single most important tool for catapulting a nation to greatness” and “a political force”. Unfortunately, these grandiose pronouncements have never been matched with adequate financial investment, proper planning and appropriate implementation strategies.

**Statement of the Problem**

There is empirical evidence to show that secondary school enrolment in Rivers State keeps increasing every year, (Nwafor, 2005). For instance, according to Rivers State senior secondary schools board between 2001 to 2016, secondary school enrolment rose by 90%. Secondary schools are incapable of keeping pace with this population explosion. Today, there are 247 public secondary schools and 457 private secondary schools in Rivers State, (Rivers State Senior Secondary Schools Board 2016).

It has been observed that in order to propel teaching and learning in secondary schools, government of Rivers state has invested hugely in putting in place the needed infrastructural facilities for classroom management in secondary schools in Rivers state. As a result, secondary schools, especially in Rivers state are expected to have and utilize the acquired infrastructural facilities, ranging from libraries, science laboratories, school buildings, conducive environment, model offices, office accommodations, etc.

However, despite these infrastructural facilities, the researcher observed that many of these infrastructural facilities in secondary schools are not properly managed. The researcher also observed that most the secondary schools with these infrastructural are not also proper managed. Most times, books in library,
facilities in school buildings, laboratory equipment, Home Economics facilities, sports facilities, etc are neglected and often times, these infrastructural facilities are being destroyed and stolen by students and some management staff.

Most teachers in secondary schools seem not to utilize the infrastructural facilities for classroom management, most teachers seem to lack the ability to utilize the available infrastructural facilities in classroom management for academic achievement in secondary schools. Why is it so? Were they not properly trained on how to utilize the infrastructural facilities for classroom management? Are these infrastructural facilities in working condition? If these answers and problems are to solved, there is need to ascertain the proper utilization of infrastructural facilities can improve classroom management in secondary schools in Rivers state.

**Purpose of the Study**

The purpose of this study was determine the perceive influence of infrastructural facilities and classroom management in secondary schools in Port Harcourt city local Government of Rivers State. Specifically, the study attempted to:

1. Determine the state of infrastructural facilities for classroom management in public secondary schools in Rivers State.

**Research Question**

In order to carry out this research, this research question guided the study.

1. How does the state of infrastructural facilities influence classroom management in secondary schools Port Harcourt city local Government of Rivers State?

**Hypotheses**

\( H_0 \): There is no significant relationship between the state of the infrastructural facilities and classroom management in secondary schools Port Harcourt city local Government of Rivers State.

**METHODOLOGY**

A correlation research design was adopted by the researcher. The study was carried out in Port Harcourt city Local Government of Rivers State of Nigeria. The population of the study comprised 1,280 teachers as respondents from senior secondary schools in the Port Harcourt city Local Government Area of Rivers State. The sample size for the study comprised 384 teachers selected from senior secondary schools in the Port Harcourt city Local Government Area of Rivers State. The sample size is 30% representation of the population. The simple random sampling was adopted for the study. A structured instrument titled “Infrastructural Facilities and Classroom Management Questionnaire (IFCMQ)” was used to elicit data for the study. The items were responded to on a modified four (4) point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and strongly disagree (SD). To validate the instrument, the questionnaire was taken to two experts in the Department of Educational Foundations, Rivers State University. Their suggestions in respect of the scope, comprehensiveness, face and logical validity was used to draw the final instrument. To ascertain the internal consistency of the instrument, the test- retest reliability method was adopted. The instrument was administered to twenty (20) teachers outside the sample space. The first and second scores was analyzed using Pearson Product Moment Correlation Coefficient which yielded the result of 0.78. The researcher in collaboration with two research assistants administered the questionnaire copies to the respondents. The research assistants were briefed on how to administer and retrieve the instrument. The data collected from the respondents were collated, scored, and entered on the frequency tables. Mean scores was used to analyze the research questions while Z-test will be used to analyze the hypotheses at 0.05 level of significance.
RESULTS

Result question 1

(1) What is the relationship between the state of infrastructural facilities and classroom management in senior secondary schools in Rivers State?

\[ N = 384 \]

<table>
<thead>
<tr>
<th>S/n</th>
<th>Items</th>
<th>X</th>
<th>STD</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Availability of library in the school</td>
<td>2.95</td>
<td>1.03</td>
<td>Agree</td>
</tr>
<tr>
<td>2</td>
<td>Availability of science laboratory</td>
<td>3.37</td>
<td>0.97</td>
<td>Agree</td>
</tr>
<tr>
<td>3</td>
<td>Instructional materials are available</td>
<td>3.27</td>
<td>0.99</td>
<td>Agree</td>
</tr>
<tr>
<td>4</td>
<td>Availability of chairs and desk</td>
<td>3.20</td>
<td>1.00</td>
<td>Agree</td>
</tr>
<tr>
<td>5</td>
<td>There are classroom blocks</td>
<td>3.11</td>
<td>1.11</td>
<td>Agree</td>
</tr>
<tr>
<td>6</td>
<td>Availability of administrative blocks</td>
<td>3.28</td>
<td>0.79</td>
<td>Agree</td>
</tr>
</tbody>
</table>

Grand mean = 3.19, Standard deviation = 0.98

Source: Field Study, 2019

Table 1 revealed the respondents mean rating of the state of the infrastructural facilities, influence and classroom management in senior secondary schools in Rivers State. The item one to six got the grand mean of 3.19, which weighted agreed and standard deviation of 0.98.

**Null Hypothesis 1**

There is no significant relationship between the state of infrastructural facilities and classroom management in secondary schools in Port Harcourt City Local Government Area of Rivers State.

**Test of relationship between the state of infrastructural facilities and classroom management in secondary schools.**

<table>
<thead>
<tr>
<th>Variables</th>
<th>DF</th>
<th>X</th>
<th>SD</th>
<th>r = Cal</th>
<th>r = Cit</th>
<th>Sign (2 – tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>infrastructural facilities</td>
<td>232</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom management</td>
<td>382</td>
<td>2.59</td>
<td>1.17</td>
<td>.533</td>
<td>.195</td>
<td>0.41</td>
</tr>
</tbody>
</table>

Correlation is significant at the 0.05 level (2-tailed)


Table 3 revealed the outcome of the test of null hypotheses revealed the degree of freedom of 382, the mean was 2.59 and the standard deviation stood at 1.17. on the other hand the calculated r-value was .533. While this critical value was .195. Therefore, the p sig value of .041 is less than 0.05 levels which shows there is no significant relationship between the state of infrastructural facilities and classroom management in secondary schools in Port Harcourt City Local Government of Rivers State is hereby rejected.

**DISCUSSION OF FINDINGS**

The discussion is based on the two research questions raised above.

The result of the analysis of research question 1 revealed the respondent agreed that there is a relationship between instructional facilities and classroom management in senior secondary schools in Rivers State. These findings collaborated with the report of Dare (2014) who stated that infrastructural facilities foster and facilitate effective teaching and learning as well as protect the physical wellbeing of the occupants. These findings is also in line the assertion of Oyedeji (2012) who opined that provision of infrastructural facilities, educational programmes like formal, informal and non-formal can function as expected. The research question 2 revealed the result of the findings which stated and agreed that there is a relationship between school buildings and classroom management in secondary schools in Rivers State. The result indicated that
CONCLUSION
Infrastructure is the basic facilities, services and installations needed for the functioning of a community or society or organization like school. The fact is that a good school infrastructure, with renewed spaces, makes it possible for children and youths that live in remote areas to study and in addition, tends to improve the attendance and interest of student and teachers in learning. For this same reason, investments in school infrastructure have an essential role in solving access problem of students to the school system and to improve the students’ performance.
Classroom management is a group of strategies that teachers use to help students perform at their highest levels. Classroom management according to Wikipedia is a term teachers use to describe the process of ensuring that classroom lessons run smoothly without disruptive behavior from students compromising the delivery of instruction.
Classroom management can be explained as the action or measures or control directions that teachers use to create a successful learning environment having a positive impact on students achieving given academic goals (Soheili, Allzadeh, Murphy, Bajestani, Ferguson & Dreikurs, in Dare (2014). Classroom management is a difficult aspect of teaching for many teachers. Classroom Management problems causes some teachers to leave teaching. In 1981 the U.S National Education Association Reported that 36% of teachers said they would probably not go into teaching. The major reason was negative student attitudes and discipline.
In spite of the various efforts of relevant stakeholder to provide necessary infrastructural facilities, many secondary schools in Rivers State are finding it difficult in providing school building with enough classrooms and other facilities to serve the students’ population in the state. Delay in the maintenance of existing structures and other facilities due to financial problems and lack of maintenance culture, establishment of pre-primary schools for University Basic Education (UBE) programme without taking into consideration of the infrastructural facilities culminated in unimaginable proportion of overcrowded classrooms. Therefore, the renewed effort to incorporate the special education students to the main stream in the public schools is also a contributing factor to the problem of classroom overcrowding. School buildings are designed to accommodate a definite number of students based on minimum spatial allotments per students for classroom space (Span of control).
The secondary school capabilities are the direct result of infrastructural space required per students (34-45 students per class) with a class space of 28 by 24 with an average of 15 to 20 seats per classroom. The problem of overcrowded classroom has been an issue in the schools in Rivers State and Nigeria as a whole for the past decades till date Doyle, (2011).

RECOMMENDATIONS
The following recommendations are made for the study
1. Adequate funds should be made available for building of infrastructural facilities for effective classroom management.
2. The available infrastructural facilities should be maintained for effective utilization.
3. Classroom teachers should be trained on how to utilize infrastructural facilities for proper classroom management.

REFERENCES


