

**INFLUENCE OF SCHOOL ENROLLMENT ON TEACHERS
EFFECTIVENESS IN SENIOR SECONDARY SCHOOL IN OREDO
LOCAL GOVERNMENT AREA**

BY

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**DEPARTMENT OF EDUCATIONAL MANAGEMENT
FACULTY OF EDUCATION
UNIVERSITY OF BENIN**

JULY, 2021

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**A PROJECT PRESENTED TO THE DEPARTMENT OF EDUCATIONAL
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CERTIFICATION

We, the undersigned certify that this project work was carried out by **Precious Ifeanyi ASABA** with matriculation number **EDU1602956** of the Department of Educational Management, Faculty of Education, University of Benin, Benin City in partial fulfilment of the requirements for the award of Bachelor of Science (B.Sc. (Ed.)) in Educational Economics and Statistics

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Date: _____

DEDICATION

The researcher dedicates this research work to mighty God who has seen him
through my struggles and academic pursue

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The researcher special praises and thanks goes to God almighty for his showers of blessings throughout her research work.

The researcher expresses her deep and sincere gratitude to her project supervisor, Dr. (Mrs.) F.E. Iwerebor, for giving her the opportunity to do this research and providing her with invaluable guidance throughout the research, her dynamics, vision, sincerity and motivation has deeply inspired him. She has taught him the methodology to carry out the research work as clearly as possible. He says it was a great privilege and honor to work and study under her guidance. He is extremely grateful for what she has offered him. Likewise, the researcher uses third medium to appreciate Rev. Sr. Dr. Ekejiuba Paulette who coordinated this research work. Also his sincere gratitude goes to the Dean of Faculty of Education, Prof. E.O.S. Iyamu for his good work in the faculty.

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ABSTRACT

This study investigated the influence of school enrollment on teacher's effectiveness in senior secondary school in Oredo local government area in Edo state. three research question were raised to guide the study.

Descriptive survey research design was adopted to accomplish the purpose of the study. The population of the study consists of all 602 teachers from fourteen (14) public secondary school in Oredo LGA and the sample size of all fifty (50) accessible secondary school teachers were selected for the study. The instrument for data collection was questionnaire developed by the researcher and was validated by the researcher's supervisor and two other experts from the Department of educational management the reliability coefficient was 0.81 using Cronbach Alpha correlation coefficient method. The data collected were analyzed statistically using the statistical package of social sciences (SPSS) software.

The study revealed impact of school enrolment on teacher's effectiveness is to a high extent and that school enrolment affect teacher's impact on students' academic achievement is to a high extent. Finally, the study recommend that since education is a core to national development, government should therefore increases it allocation of fund to the educational sector in order to curb the issues of overpopulation in classrooms and school enrollment and since most parent might be unable to build new schools, they should ensure that their child are given extracurricular lesson, this will help them learn better

CHAPTER ONE

INTRODUCTION

Background of the Study

The quality and impact of education in a nation's development could give her bragging right within the comity of nations as education has become one of the indices of judging a nation's human capital development which is a proxy and a correlate for national development'' Education is the primary agent of transformation that leads to a sustainable development. It is the catalyst that turns desire into action and vision into reality. in a society where teachers' place is of paramount importance because from generation to generation, they help to keep the lamp of civilization burning, it may therefore be important that Nigerian educational system may pertinently remark that teacher is the most important factor to influence the quality of education and paramount in driving a country educational system to the next level Adele (2015).

The report of International Commission on Education (2016) chaired by Jacques Delors, explored the 'Four Pillars of Education' and stated that in education no reform could succeed without the co-operation and active participation of teachers. Talawe (2016) has rightly said that teachers' place is very important both to the school as well as to the society with respect to their

personal qualities, educational qualifications and professional training. According to the United Nations International Children's Emergency Fund (UNICEF), in Nigeria, around 1.4 million teachers are engaged in providing secondary education whereas, the teacher-student ratio is 1:50 on an average instead of the recommended teacher-student ratio of 1:25.

School enrolment are very important in the teaching and learning activities particularly when student's academic performance is been considered. It is an important factor in relation to academic performance of students. The numbers of students per teacher in a class goes a long way to influence the quality of teaching and learning given by the teacher and also the quality of learning received by the learners. Large classes could negatively affect two significant and inter-related aspects of student's learning and teacher's teaching practice, which are the instructional time and classroom management.

On instructional time research suggests that teachers in large classroom devote less time to Mathematics, Integrated Reading and Writing tasks (Wilson, 2016), other research shows that teachers in smaller classes are more likely to cover arrange of subjects such as Current Affairs, History, Geography and Social Studies (Holloway, 2009). Large classes take a toll on the teacher's ability to manage time, therefore requiring more time to be devoted on how to complete an

exercise rather than the actual instruction. Wilson (2016) reported that large classes are noisier and that pasting, crowding and hitting occur more often in large classes than in smaller ones. The findings of the general ineffectiveness of reducing class size tend to be controversial if for no other reason than that it tends to defy common sense, conventional wisdom and highly publicized accounts of the scientific evidence.

Effectiveness of the teachers is often measured by the student achievement (Kupermintz, 2013). By using Value Added Models (VAM) and analyzing value-added student achievement data some researchers found that teachers' influence on the achievement gains of the students' was maximum than any other factors. Though, few researchers not agreed to this view because according to them teachers did more than simply raising test score gains of the students (Loeb, Rouse, & Shorris, 2017). Student achievement is just a measure of one educational outcome but does not measure teachers' characteristics i.e., Teacher Aptitude, attitude of the teachers, Work Motivation, Personality Traits etc. Measurement of Teacher Effectiveness become problematic due to the difficulties in measuring students' performance gains and losses with respect to an individual teacher with the passage of time.

The problem of high students' enrolment in particular is like a vicious cycle in senior secondary school that has led to teachers' poor work quality, which results to students' poor learning outcomes and finally culminates in turning out half-baked products into the tertiary institutions and labour markets.

Statement of the Problem

School enrolment has universally been observed to be on the increase over the last 25 years in low- income countries. Enrolling in school, however, does not assure that children learn. This, perhaps is the reason while a number of children in low-income countries complete their education lacking even basic reading, writing, and arithmetic skills

The number of students in a given course or class has an impact on teachers teaching efficiency in senior secondary schools, posing very serious problems to government, schools, parents and the society. Of course, the overcrowding of class has negative impact on secondary school teachers' productivity and effectiveness, students' learning input. In particular, poor scholastic achievement can impact the reputation of a school because academic success is associated with the quality of teaching in the schools.

There is also an observed high poor performance of students in internal and external examinations, increased truancy among students, high student's involvement in vices that includes examination malpractice, loss of interest in academic work which many blame the teachers as the cause forgetting that the school enrolment and number of students a teacher has to cater for might be the issue of poor academic performance. It is against this background that this study seeks to examine the Influence of school enrolment on teacher's effectiveness in senior secondary school in Oredo local government area.

Research Questions

The following research questions were raised to guide the study:

1. What is the impact of school enrolment on teacher's effectiveness?
2. Does school enrolment affect teacher's impact on students' academic achievement?
3. Does school enrolment affect teacher's effectiveness in administering of subject matter?

Purpose of the Study

The purpose of this study was to determine the Influence of school enrolment on teacher's effectiveness in senior secondary school in Oredo local government area. Specifically, the study will determine;

- The impact of school enrolment on teacher's effectiveness
- Effect of school enrolment on students' academic achievement and,
- Effect of school enrolment in teachers administration of subject matter

Significance of the Study

This study seems to focus on the Influence of school enrolment on teacher's effectiveness in senior secondary school in Oredo local government area. This study would be highly relevant to the government at all levels, parents, educational planners, decision and policy-makers as well as other stakeholders in education.

The findings from this work would be useful in determining the number of students that would be suitable per class that would produce effective teaching and learning outcome. Through this study, the policy makers will be able to identify the impact of teacher's effectiveness as it relates to teaching in Senior Secondary Schools in the country when the findings are published in conjunction with the Research supervisor in reputable Journals.

Scope and Delimitation of the Study

The study investigated the Influence of school enrolment on teacher's effectiveness in senior secondary schools in Oredo local government area for 2018/2019 academic session. Students' enrolment and academic achievement will be used to measure teacher's effectiveness in this study.

Operational Definition of Terms

Teachers' Effectiveness: Teacher Effectiveness is vital for improving student learning and. Researches support that the actions taken by the effective teachers in the classroom play a fundamental role in effective and efficient learning of the students, Students' academic achievement and outcomes depend on the effectiveness of their teachers.

School Enrolment: School enrolments are very important in the teaching and learning activities particularly when student's academic performance is been considered. It is an important factor in relation to academic performance of students

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviewed related literature under the following sub-headings;

- Concept of School Enrolment
- Teachers Effectiveness
- Classroom Management
- Classroom Environment
- Teaching Facilities
- Summary of Reviewed Literature

Concept of School Enrolment

The significance of education as an amazing tool for the social, economic, moral and political development of any society cannot be overemphasized, especially in the 21st century where the development of any nation is practically premised upon the degree of training acquired by the citizens. Junior secondary education is very strategic and unique to Nigeria. This is because it is a stage where the vocational thrust of basic education is consolidated and where core, vocational and non-prevocational academic subjects are taught, thereby providing ample opportunities for the teeming population of youths to acquire the basic skills needed to establish a solid foundation for self-development, moral values and aptitude for useful living and higher learning. It, therefore, implies that providing adequate access to junior secondary education is a feasible measure to building a progressive and a functional society where youths have positive self-concept; readiness to pursue life-long learning and contribute meaningfully to the development and advancement of society.

This uneven trend in school enrolment seems to be common in Nigeria, where more quality schools are concentrated in cities and rural areas have few and poorly equipped schools. This tends to give opportunities for more children in urban areas to attain quality education than their counterparts in

rural who are likely to suffer from limited access and poor quality of teaching and learning. Despite the huge resources committed to ensuring adequate access to basic education in Edo State through the full implementation of Universal Basic Education since 2008 (Ekaette, Ekpenyong, & Owan, 2019) the issue of inequality in access to basic education seems apparent even as it is experiencing a rising trend in school enrolment. It is observed that schools with quality and well-equipped classrooms, libraries, laboratories and adequate teachers are sited in the urban and some strategic areas where there is a high concentration and interest of stakeholders (Arop, Ekpang, & Owan, 2018). It is also noted that most of the schools in rural areas do not have standard and adequate classrooms, modern libraries and laboratories, adequate seats in classrooms, sufficient teachers especially in core subject areas like English Language, Mathematics, French, Introductory Technology and Home Economics (Ekaette et al., 2019; Owan, Duruamaku-dim, Ekpe, Owan, & Agurokpon, 2019). Schools in rural areas of the state are occupied mostly by students from poor parents who could not afford to send their wards to quality schools in the urban areas (Owan et al., 2019).

This development contributes to the rural-urban migration of students in

search of quality education in the cities, consequently leading to population explosion in some areas (Ekaette et al., 2019). This has after some time brought about expanded interest for education without a comparing increment in the flexibility of instruction in rural areas restricting access to quality instruction. This equally may have accounted for the disparity in the performance of students experienced among schools in different locations in Edo State. Reducing inequality in access to quality basic education in Edo State demands an intensive examination of the characteristics of schools which may have an enduring influence on enrollment. Based on this, the study seeks to provide answers to the question: how does school size and location influence the enrolment statistics in junior secondary schools in Edo State, Nigeria.

Class Size as it Affects Teacher's Effectiveness

specifically, either the number of students being taught by an individual teacher in a course or classroom or the average number of students been taught by teachers in a school. Stepaniak (2011) reported that the rational utilization of classroom space depends upon the class size, this in turn depends on the area of the classroom, Stepaniak was of the opinion that there are approved norms of class

size, 40 pupils per class for grade 1- 6 and 35 students per class for the senior classes.

A study carried out by Joshua and Kritsonis (2016) on class size and academic performance of students shows that the class size in secondary schools' range between 35 to 40 students per class. The class size is a very important factor in the teaching-learning process of students and there is a general agreement among various researchers and educationists that the lower the class size, the higher the students' academic performance. Since students' achievement decreases as class size increases, many studies have pointed out the significance of class size to cognitive learning in the school (Fabanmi 2010). In emphasizing the importance of class size in the teaching and learning process, the All Nigeria Conference of Principals of Secondary School (ANCOPSS) recommended a minimum of thirty-five (35) and a maximum of forty (40) students per class for effective management and better control. Oguntoye (2017) also found out that class size have negative coefficient with examination performance of students.

The relationship between class size and academic performance is a major controversy, a study conducted by Idenumah (2013) reported that there is a positive relationship between certain variables such as class size, students-teacher ratio, student's factor and performance in examination; these factors are discovered

to be the factors that have strong and direct influence on academic performance of students. Schools with large class size and high teacher to student ratio recorded poor performance while a better performance was recorded with school that has smaller size and lower teacher to student ratio. Other studies by Adeyele (2010) and Afolabi (2010) confirmed that there was no relationship between classroom size and student performance. Also Yara (2010) found out in his research on class size and academic performance of students in mathematics in South Western part of Nigeria that the performance of students in large classes was very low (23%) compared to students in smaller classes (64%).

Class size are very important in the teaching and learning activities particularly when student's academic performance is been considered. It is an important factor in relation to academic performance of students. The numbers of students per teacher in a class goes a long way to influence the quality of teaching and learning given by the teacher and also the quality of learning received by the learners. Large classes could negatively affect two significant and inter-related aspects of student's learning and teacher's teaching practice, which are the instructional time and classroom management.

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Class size is different from pupil/teacher ratio. The calculation of a pupil/teacher ratio typically includes teachers who spend all or part of their day as administrators, librarians and other roles outside the classroom. Thus, pupil/teacher ratio is a global measure of the human resources brought to bear, directly and indirectly, on children's learning. Class size refers to the actual number of pupils taught by a teacher at a particular time. From an administrative or economic viewpoint, pupil/teacher ratio is very important, because it is closely related to the amount of money spent per child (Ronald, 2011). However, from a psychological viewpoint in terms of how students learn what matters is the number

of students who are physically present interacting among themselves and with the teacher.

The present research focuses mainly on class size and teaching of financial accounting. The measurement of class size is not as straightforward as it might seem. It can vary considerably for a single child at different times during a school day and school year, because of student mobility, student absences, truancy, or the presence of pull-out special education classes. Thus, a class with 20 registered pupils will vary in its class size from day to day, and may have far fewer than 20 pupils at particular times. In the middle and secondary school grades, class size tends to vary by subject area, and therefore can vary for each pupil during a school day. Ideally, one would like to have a measure of the actual class size experienced by every pupil during every school day, over the school year.

McKeachie (2010) summarized the theory of the effects of class size on learning, with more emphases on how instructors and students behave differently in large and small classes. It was noted that discussion time becomes fragmented among students in large classes and instructors may rely on passive lecturing, assign less written homework or fewer problem sets, and may not require written papers. In addition, instructors may find it difficult to know each student personally and tailor pedagogy to individual student needs in a large class.

McKeachie's (2010) survey of the education literature, however, suggests that learning is not affected much by class size largely because instructors do not adjust their teaching methods to class size. However, Hancock (2016) has indicated that strong conventional wisdom show that class size affects students' learning.

Aluko (2012) observed that many schools nowadays are more than 20 per cent short of staff and at the mercy of Parents Teachers Association (PTA) to hire teachers even in the sensitive subject areas like English Language, Mathematics, Chemistry, Physics and Biology. He concluded that with a crowd of 70 per cent in a class, records of Continuous Assessment are often unreliable.

In their contribution Bryk and Driscoll (1988) found that small school location contributed to higher Mathematics achievement in a National survey sample. They attributed the advantage to a greater sense of commitment in the small school including shared beliefs, values and collegiality among staff members. Expressing a different opinion, Silver as cited by Bolton (2018) found that there was no significant difference in past test achievement scores between large classes and small classes control groups; he concluded that larger classes are sometimes better. Earlier, Keeves (2018) acceded that type of school did not make a contribution to academic performance. However, Carpenter and Western (2014)

found that school type makes a difference in students' academic performance. Hatis and Spay citing Smith and Glass and Glass as a corollary to the above statement indicated through meta-analyses that, compare to larger classes, small classes lead to higher pupils performance, more favourable teacher effects (e.g. morale, attitude towards students) greater attempts in individualized instruction, a better classroom climate and more favorable student effects (e.g. self-concept, participation).

In another development, Finn and Achilles (2010) observed in a longitudinal analysis of a portion of their large scale experiment (describing Kindergarten and teachers) that students in small classes out-perform their peers in kindergarten classes of regular size (regular class size here means large classes). According to a study conducted in United States, Campbell (2010) remarked that students from large schools were exposed to large number of school activities and the best of them achieved standards that were unequaled by students in small schools. However, he observed that students in small schools participated in more activities, (both academics and extra- curricular activities). The study concluded that the versatility and performance of pupils in small schools were consistently higher. The assertion made by Campbell appears confusing as he failed to pinpoint the one that is more reliable.

According to Dror (2015), class size has become a phenomenon often mentioned in the educational literature as an influence on pupil's feelings and achievement, on administration, quality and school budgets. Dror (2015) noted that class size is almost an administrative decision over which teachers have little or no control. Most researchers start from the assumption that size of the class would prove a significant determinant of the degree of success of students. The first issue that calls for immediate clarification is what number of students should constitute a large group and what should be described as a small group? In describing a small group, Bray (2010) observed that they have few teachers with small pools of talent; offer limited range of subjects and characteristically finding it hard to justify costly investment on libraries. Their pupils lack competition and interest with relatively few peers as they get stucked with same teacher for an entire school career.

The Encyclopedia research on class size opined that whether the benefits of reducing class size are regarded as worth their cost or a second choice in improving education depends almost entirely on how the outcomes of pupil performance, pupil's attitude and teacher's satisfaction are weighed in arriving at a general measure of utility. Clearly, different groups of individuals weigh these factors differently. Most tax-payers are likely to minimize considerations of

teacher satisfaction and argue that class size reductions are not worth the price. Teachers are likely to disagree that smaller classes produce more learning and provide the environment in which teachers can become more creative and not burn out so early in their career. The conclusion is that the controversy over class size has not subsided.

Teachers Effectiveness

With the recent development in the school system, the traditional face to face teaching is seen as obsolete and hence proposal have been made in terms of ways and process to enhance the quality of education. With the advent of improvement of modern technology prove to be the answer with radical changes in the modern teaching methods (Williams, 2013). In line with the above, Albrecht and Sacks (2010) argue that for the improvement of education in the field of innovative ways of teaching must be introduced.

Moreover, the teaching approaches should be design in a way that they fulfill the requirement of the financial sectors; this will encourage the development of the essential skills and competencies to enable the learners to tackle real life accounting problem in real business environment. As Spathis (2014) stated, it is an essential necessity for the learners to take part in the information society since knowledge is a ‘must’ for the social and economic growth of a country. With the

advent of Information Communication Technology (ICT) in the accounting field, this has led to major changes in term of improvement in the structure and function in the education. Petridou & Spathis (2011) and Mohamed & Lashire (2013) claimed that the introduction of new technologies have played a dominant role to take a step forward in form of a transition the traditional teaching to a new level of approach in term of E-learning and Distance learning courses, thus proposing a different dimension in the learning approaches which Universities and Open Universities have adopted to propose flexibility for students.

In Nigerian institutions, teacher-centered and student-centered methods are being used by lecturers for teaching business courses although some prefer using the teacher-centered such as lecture to student-centered method such as discussion. Khan and Akbar (2014) averred that in many developing countries lecture method is the dominant and traditional method of instruction. Armstrong (2012) describe the lecture method as education through the transmission of information and knowledge which is like an object that can be transferred from teacher to the learner.

The lecture method is quite economical and especially in handling large classes. This could account for its preference by some accounting lecturers. The student centered teaching, according to Wrigh (2011), is an instructional approach

in which students influence the content, activities, materials and pace of learning. This learning model places the student (learner) in the center of the learning process. For example, accounting teacher/students can teach or learn from each other either in the class or with the aid of Information Communication Technology (ICT) facilities such as Power Point, Videoconferencing, teleconferencing among others based on the current information age.

Correspondently, Ezenwafor and Okoli (2015) noted that a very important role of education is the preservation and updating of knowledge and skills of students in line with changes in society. In this case ICT is not a strategy but a means of communication or support to teaching and learning. For example, the accounting teacher can discuss the various processes of accounting with the use of spread-sheet in the classroom or ICT device the most important thing is how to manage the class irrespective of the location. In this case, a teacher may have necessary ICT competencies but cannot teach effectively with suitable strategies as there is little or no power supply during and after school hours in our location of focus.

Classroom Management

Classroom management is widely viewed by most educators, as an important one concern in schools. From 1967 through 1997 results of researches identified classroom management as the most important problem that teachers face (Jackson, 2005). Some researchers ranked classroom management as the second greatest problem facing schools (Jackson, 2005). Many teachers lack training in the use of effective classroom management strategies.

Doyle's six concepts (2006) describing the classroom and the activities are good descriptors for project work. The pupils normally work with various problem formulations and research questions and pursue the answers in different arenas in school and the local environment. The teacher as a leader must therefore be able to lead processes where much occurs quickly and at the same time, and also lead processes initiated by the pupils, thus dealing with the unknown. This type of work method challenges the teacher as leader to create a shared understanding of how to deal with each other and the academic work in the project. Hence, the teacher is challenged to create a good learning environment and to guide the pupils in their work to answer the research questions they have chosen.

Although teachers, administrators, and students use the term classroom management frequently, it is not synonymous with discipline. Salvia & Ysseldyke

(1998) argued that classroom management is not simply discipline as one may think at first glance. Essentially, classroom management refers to a collection of organizational goals centered on using time wisely to maximize learning and on maintaining a safe classroom environment that is conducive to student learning. Kellough & Kellough (1996) defined effective classroom management as the process of organizing and conducting a classroom so that it maximizes student learning.

Classroom management is a comprehensive term for a variety of teacher actions designed to facilitate teaching and learning in the classroom. Although definitions of classroom management vary, a general consensus regarding the specific facets of the construct has not been reached. Classroom management usually includes actions taken by teachers to establish order, engage students, and / or elicit their cooperation. (Emmer & Stough, 2001).

In my knowledge class management is the act of putting a class in order in terms of arrangement, orderliness, class work flow and other extracurricular activities going on in the class without fuss.

Classroom Environment

Classroom environment encompasses a broad range of educational concepts, including the physical setting, the psychological environment created through

social contexts, and numerous instructional components related to teacher characteristics and behaviors. The study on classroom environment has been widespread across nearly all sub-specializations of educational psychology. Researchers are interested in relationships between environment constructs and multiple outcomes, including learning, engagement, motivation, social relationships, and group dynamics. Early researchers recognized that behavior is a function of people's personal characteristics and their environment.

Teaching Facilities

Olaitan and Agusiobo (2000), teaching can be defined as an attempt to bring out desirable changes in human learning, activities and behaviour. Saylor (2011: 10) define teaching as a process whereby one person mediates between another and the substance of this world to facilitate learning. This is deceitful of teaching since everybody is accorded the status of a teacher. Besides, helping one to learn something does not make one a teacher. Teaching facilities involves some complex objects on part of both teachers and learners in the school such as classroom, chalk board, laboratory, chairs, tables, public address system, flip charts, models, specimens and workshops . According to Bello (2001) teaching involves activity in which the learners participate so that they can understand the process and learn. Instructional materials of facilities are easily identified with

direct teaching functions. They serve essentially as centers for learning and teaching in the school set up. Enaohwo and Efferetteya (2000) defined instructional facilities as a systematic way of designing, carrying out and evaluating the total process of learning and teaching in terms of specific, objective to bring about more effective learning.

Preparing To Teach

As a result of studying this unit you should be able to

- Recognize the relationship that exists between teaching and Learning.
 - Summarise the characteristics of the different styles of teaching that a teacher may adopt and also the wider implications of using each.
 - Syllabus into a scheme of work, and a series of lessons in preparation for teaching a particular group of children.
 - Plan a lesson that makes full use of all available resources
 - Prepare well-constructed lesson notes.
 - Adopt an appropriate form of presentation for teaching different kinds of lessons.
- **Key words**

Formal teaching is an approach in which the teacher acts as an instructor, taking up a position at the front of the class where lie rail exercise firm control

over his pupils Lessons are planned to last for a set length of time and everything is done according to a time-table. Routine procedures ensure that everybody knows what they should be doing at any time.

Informal teaching is an approach that deliberately avoids the instructor's role inherent in formal teaching and structures the classroom environment in such a way that each child is encouraged to use time, space and available resources to progress along a path of learning that is initiated by his own interests and enquiries.

Roles are the particular tasks or duties undertaken by people such as teachers and head teachers in the course of their work. Stereotypes, as used of certain groups in society, refer to the characteristics of appearance and behaviour that public opinion thinks is typical of them. For example a fairly common stereotype of the teacher is of a person impatient with dull children, punitive toward all misdemeanours and generally bad tempered. A pupil stereotype is of a child who is generally lazy or up to tricks to escape works or punishment. Stereotypes are dangerous because they are false. Moreover, they sometimes prove to be self-fulfilling because people subconsciously see in them the behaviour

They believe is expected of them. The following key words are also used in this unit; their definitions will be found in the unit indicated by the number in brackets:

attention (7), audio visual aids (16), behaviour (7), child-centred education (8), communication (11). curriculum (1), discovery (7), environment (4), individualised learning (3), innovation (2), media (16), philosophy (1), play (7), programmed learning (3), resources (3). society (1). teacher- centred education (8), values (1).

Trends

- During the past thirty years there has been a swing away from formal methods to more informal teaching. More recently because of some of the undesirable effects of this policy when used by teachers with insufficient training, there has been a trend to reverse the swing and return to more formally structured teaching. However, within this overall pattern of formality, there has been preserved a flexibility and willingness to innovate that is as missing in the earlier formal approach.
- Some curriculum development has led to significant changes in teaching by doing away with a number of traditional features of primary school teaching such as classrooms, time-tables and thirty- minute lessons.
- As the proportion of trained teachers employed in schools increases, there is a greater readiness to innovate and try out new teaching methods.

Problems

- Too many teachers still think of teaching simply as the process by which they ensure that children learn essential facts and cognitive skills. Too few recognise the importance of teaching children how to learn and how to use what they know.
- Where school have gone over to individual no keel learning and placed great reliance on the use of work cards, sometimes teachers have taken the system too far and precluded group discussion, which can be an effective way of sorting out the difficulties that individual pupils encounter. There is a tendency for teachers to think of teaching in terms of getting “right answers” from their pupils instead of opening up new horizons towards which they can move.
- Teachers who have themselves only a limited general education or lack any teacher training, tend to have insufficient knowledge of what they have to teach to make it stimulating to their pupils. In some cases, too, their lack of knowledge causes them to teach incorrect facts.
- Some teachers use such formal and mechanical methods of teaching that children are put off learning and develop attitudes of hostility towards certain subjects.

Principles of Good Teaching

People's concepts of teaching vary; some think of it as easy; others as difficult. The truth is that it is no easier to more difficult than other activities that require professional skills; but what many people fail to appreciate is what teaching really is and the skills that are actually required. Teaching skills are dealt with. Here we must consider what good teaching is and what a teacher is trying to do.

Teaching and learning are opposite sides of the same coin, for a lesson is not taught until it has been learned. Teaching therefore, can be thought as a process that facilitates learning.

In this process the teacher has an important role to play because he acts like a catalyst, actively stimulating learning in normal speech, we usually say that children are taught by teachers but they learn from books. This distinction between teaching and learning able to respond in appropriate ways to the differing learning needs of individuals and the varying circumstances of particular situation. Educational media cannot do so; they can only be used in different ways as the result of the intervention of teacher.

The role of the teacher is therefore very important in any teaching strategy, especially since his direct participation and range vary widely, from complete control over what is learned to minimal intervention.

For example, in schools which use formal teaching methods the teacher is the source of almost all the knowledge that the children acquire in class, whereas, in those that use informal teaching methods, the teacher simply helps his pupils to make efficient use of the learning resources that are available. The significant factor in every case is the relationship of the learner to the learning material. The more direct it is, the less will he be influenced by the teacher and the freer will he be to reach independent conclusions.

A good teacher, therefore, is one who has a good understanding of what his pupils need to learn and also of their capabilities for learning.

Teaching Is More Difficult Today

Arguments for

- educational expectations are higher today than formerly curriculum demands are greater rapid changes in knowledge, technology and society make keeping abreast of things more difficult individual teaching is now generally expected and is more demanding
- Teachers need to know more
- the tasks expected of teachers are greater than ever teachers have to contend not just with pupils but with all the pressure groups concerned with

education including parents, community bodies, political and ideological groups and management

- social mobility has added new strains to teachers.

Arguments against

- classes are generally smaller than they used to be
- buildings are better
- there is more teaching equipment
- children are healthier
- children have a wider range of environmental influences which stimulate learning outside the school
- education is now state supported nearly everywhere.

Professional Skills of the Good Teacher

1. 1 He establishes a productive classroom atmosphere from the start by means of good organisation and carefully planned learning structures.
2. He can create specific kinds of climate settings for different lessons, e g serious and businesslike or relaxed and enjoyable
3. 3 He uses friendly humour and creates excellent teacher-pupil relations.
4. He uses pupils ideas as much as possible
5. He gives praise generously to pupils.

6. He teaches in a relaxed manner with no sign of nervous strain.
7. He exercises good class control and discipline.
8. He explains things to pupils very clearly.
9. He includes a variety of children's activities in his lessons
10. He deals with problems promptly before they escalate or get Out of hand
11. He uses efficient systems for dealing with routine administrative matters
such as registration, giving out books, tidying up after practical lessons etc
12. He does not Over-react to children's misbehaviour but uses appropriate
punishment

Good Teaching Materials

- Need little or no explanation
- Stimulate ideas
- Demand an active response from the learner
- Are appropriate to the maturity and culture of the user
- Are flexible in use
- Provide enjoyment
- Are strongly made and wear well

Modern teaching recognises that the process of education is not a simple matter of presenting and receiving knowledge but is a process that involves the

whole of the personality and is affected as much by physical, social and economic factors of environment as by teachers. This realization has made teachers much more conscious of the value of the school and the classroom as aids in support of their own programme of *direct teaching*. Their aim is to provide a favourable educational environment.

A classroom that provides a truly educational environment is a place where children will learn unconsciously as well as consciously. In it they will find interesting things such as pictures about current affairs, working models of things they are learning about, display shelves with exhibits of interest for nature study, and toys and books which they can use whenever they have finished their set work satisfactorily before the rest of the class.

Such an environment can be a delight to children and is extremely educational. Its value lies partly in the environment itself which, if constantly changing as the needs of the children change, provides a powerful educational influence additional to, but in harmony with the teacher. But its main value lies in the spontaneous interest that it arouses in the pupils. This response is one of the most powerful forces for stimulating learning.

The educational environment of the classroom should provide something of the excitement of a market, the awe of a museum, the fascination of a zoo and the

interest and enjoyment that can be gained by browsing in a library. The main difference is that the classroom environment is not under the control of different people as these other places are, but under the teachers control, so that what the children see and hear and do is what he provides for them, and it is all geared to what the children are ready and able to learn. This is controlled learning at its most imaginative.

Efficient teaching in school demands of the teacher a sound knowledge of all that the pupils must know, together with an ability to relate the content, methods, sequence and pace of his work to the individual needs of his pupils, using the environment and appropriate media to support him. by giving careful consideration to such issues, and by supplementing direct teaching with indirect support, the teacher can achieve a total effect that can have dramatic results and can be extremely enjoyable for his pupils.

Characteristics of Good Teaching

The teacher structures his teaching in relation to

1 *His pupils*: by being sensitive to their abilities, interests and needs.

2 *The curriculum*:

- by being thoroughly familiar with what he is required to teach
- by helping his pupils to make sense of their

- by encouraging the creative abilities of each pupil
- by helping children to develop emotionally and socially through their feeling valued

3 Resources

- that are readily available inside or outside the school
- that can be handed conveniently

4 Teaching methods

- that build on a foundation of knowledge already possessed by his pupils
- that encourage children to learn by doing that ensure that learning grows out of useful experience and experimentation
- that use teaching aids effectively
- that create in the classroom a learning environment
- that stimulate appreciation as well as cognitive development
- that vary groupings of pupils to get the most efficient learning units for each type of lesson

The teacher achieves such structuring of his teaching by a sound knowledge of

1. Child development

- how children learn at different stages and therefore how they need to be taught

- how to select teaching material and methods appropriate to the age and ability of pupils
- How to recognize the significance of pupils performance in reading and number work through a knowledge of how children develop language and mathematical concepts.

2. Teaching skills

- how to deal with children's questions
- how to control children's behaviour, motivation, etc how to plan lessons.

Formal and Informal Teaching

Teaching is one of those activities of which it can be said that there is no general rule as to what is the right way or the wrong way. Circumstances present so many variables that what might be right in one situation could be wrong in another. That is not to say that the teacher should not constantly be searching for ways to improve his methods, It is the recognition of the need for better methods that has led to a good deal of the surge towards innovation in education in recent years.

Styles of teaching, like living, are often influenced by the personality of the individual and the circumstances of the moment. But the main force determining how teachers in a particular school carry out their teaching is the philosophy that

inspires the school's educational policies. Thus, whether a school adopts formal or informal methods of teaching will largely depend on what the head teacher believes teaching is and what he thinks the role of that teacher should be.

In Unit 8 we considered the distinctive characteristics of formal and informal methods of teaching when we dealt with teacher-centred and child-centred education. As a teacher, you will to some extent have to fall in with whatever style is adopted by your school but, as a teacher with a sense of professional pride, you will want to teach as well as possible and to examine the practical implications of both styles.

In formal teaching you will use instruction and whole class teaching methods more than group work and keep the initiative in your hands as to what is taught and the methods used. You will exercise more specific control over your pupils than with informal teaching styles and make greater use of rewards and punishments in exercising discipline. With informal teaching, on the other hand, you will act as a facilitator of your pupils' learning rather than as a director and be more of a well-informed observer than an instructor. You will control your pupils' behaviour more by good planning than by recourse to rewards and punishments.

Apart from these essential differences, there are ‘ aspects of teaching style given in *Figure 10.2* that will be given different emphasis depending on whether you are using a formal or informal approach.

The effect of the two styles on your lesson preparation can best be seen if we look at a particular example such as teaching reading. The *formal approach* to reading sees it as a skill that has to be mastered, and mastered as soon as possible, since nearly all learning in school depends on an ability to read well. This formal approach tends to make learning to read an end in itself. Consequently, lessons are prepared and taught which use the best means possible for teaching children to read and for giving them as much practice as possible in improving their skill. With the *informal approach* reading is seen in the total context of learning and therefore as only one of the skills that derive from a learning environment where language and communication flourish and where literacy grows out of personal need and purpose.

Language is learned by children informally yet, by the time they are of school age, they are able to communicate well with their peers and the adults around them even though the standard of their language reflects the wide variations of their individual backgrounds. Experience and language development

are very closely associated, as can be observed from the manner in which children verbalise as they touch things and act out their experiences in play.

Informal methods make more of these facts than formal methods of teaching reading and they make more effort to stimulate a desire in the child to read before trying to teach him to read. This is done *by* storytelling and story reading by the teacher and by consulting books to find out things so that the child comes to associate books with both pleasure and usefulness. A book corner with pre-readers can be used for enticing children to learn to read with the teacher and to go on to making their own books. Children taught in this way get a better idea of the relationship between written and spoken language and the fact that, within written language, there is information to which they can respond.

Interpreting the curriculum

Teaching is the final step in the process of converting educational aims into practical realities. It is useful, therefore, to examine how it is affected by each step in the process as the curriculum, with its formulated educational aims, is changed first into a syllabus, then a scheme of work, and finally into the lessons that are taught in the classroom.

1. The curriculum. In Unit I we saw that the curriculum is the way in which society tries to meet its educational goals and consists not only of the subjects

which appear on the school's time-table but also of those other things from which the child learns subconsciously, such as the school's accepted standards of behaviour and the values that are prized. These comprise the hidden curriculum. The curriculum is normally represented in terms of a number of subjects, but each of these has to be precise terms if it is to be followed in a satisfactory manner by different teachers. Such an interpretation of the curriculum is called a syllabus.

2. The syllabus. Before a national syllabus is published, a great deal of work is done. Specialist teachers in each subject draw up a tentative syllabus which is submitted to other teachers for criticism, when everyone, or nearly everyone, has had their say, the syllabus is put into its final draft and submitted to the Ministry of Education and whatever body will be responsible for examining candidates in it. When they have accepted it, it is published and becomes the official syllabus for all schools.

The form in which some syllabuses are printed is left fairly general, consisting simply of a series of statements of what is to be learned, such as simple interest, latitude and longitude, seed dispersal. etc. The interpretation of the syllabus is left to the schools and is called a *scheme of work*. However, some curriculum bodies tend to be more precise. Their subject syllabuses for primary

schools often give detailed instructions on what is to be taught in each term of each year of a course, what books are to be used and even what methods are appropriate. Strictly speaking, this is no longer a syllabus for it has been made into a scheme of work, a task that properly belongs to the teacher.

5. The scheme of work: The steps required to prepare a scheme of work from a conventional syllabus are not difficult if certain basic principles are observed. The syllabus must first be put into the order in which its contents will be taught. In subjects like geography and history it is possible to arrange the material in various sequences for teaching. Each of which might be equally satisfactory. But in subjects like mathematics and English there is much less freedom because each new step depends on the thorough understanding of what has gone before.

It is not possible to teach simple interest for the children have learned how to do percentages. Therefore, the first requirement of a scheme of work is that it should put the syllabus into a fuller form and into a logical sequence.

Secondly, a scheme of work must give a suggested allocation of time for the teaching of each section of the syllabus and perhaps give recommended textbooks. This is a great help to the inexperienced teacher who needs all the guidance he can get. Some local education authorities provide schemes of work for their schools, some of these allocate the work on a monthly basis, while others

do so on a weekly basis. Indeed, some go so far as to indicate the ground to be covered in each lesson.

Although such strict control of the teaching programme is good in that it prevents the untrained or inexperienced teacher from going astray, it is otherwise bad because it leaves no room for the teacher's initiative and does not allow for individual differences between one class and another. Also it tends to prevent the teacher from dealing with his pupils as individuals, it has been known for a teacher, keeping strictly to such a scheme of work, to omit completely an important lesson because it fell due on a public holiday. Such slavish observance inhibits the teachers' initiative and tends to produce teaching that is unimaginative and dull.

A scheme of work ought to be a teacher's personal plan to cover the syllabus, taking into account the variables:

- Time allocation
- Pupils' ability levels
- Pupils' previous experience
- Available resources

6. Series of lessons. When you have to draw up your own series of lessons, you must first consider the ground to be covered and consider it in relation to its place in the syllabus as a whole. There is no point, for example, in teaching the practical preparations necessary for travel abroad every time you make an imaginary visit to

a foreign country. On the other hand, there is no point in proceeding with a new step in mathematics until the foundation on which it will be built has been fully understood by the children.

Secondly, you will have to decide how many periods you afford to devote to the series. The rate of progress of your class will determine this, though you cannot afford to come to the end of the year with some important topics of the syllabus completely untouched.

The sequence in which you will teach the lesson material can be decided at this planning stage. But it must be emphasized again that, whereas in some subjects this sequence can be varied, in mathematics and English the sequence must be progressive with one topic preparing the ground for the next.

It is bad policy to prepare a series of lessons in great detail and then, when the time comes, to proceed with them exactly as planned whatever happens; but it is good to plan them in fair detail. Planning includes deciding not only the topic of each lesson, but also the main concepts. You will also be giving thought to methods of teaching and the activities you will give to the pupils so that if apparatus is required, you will have sufficient time to make it or obtain it before the lesson is taught. Such forethought and planning ahead give you time to make

arrangements should you want to visit a place of interest or invite a special visitor to come to the school.

The value of planning a series of lessons rather than living from day to day is that it helps you to see the teaching material as a whole rather than as dismembered part and helps you to present it in an interesting way that is understandable to the children.

All these steps, if performed well, will help to convert the curriculum into manageable units and therefore facilitate effective teaching.

Lesson Preparation

The meaning of lesson preparation

Occasionally, perhaps because another member of staff is absent, a teacher may be called upon to teach a lesson for which he is unprepared. But normally a teacher should never fail to prepare his lesson. In the hands of an experienced teacher who has been over the ground many times before, the unprepared lesson may be reasonably successful, but in the hands of the novice the result is bound to be a failure.

The unprepared lesson is always recognisable by some or all of the following features

- (a) Incomplete subject matter: This happens because it is very difficult, unless you have a subject at your finger-tips, to be able to recall all the important points.
- (b) Incorrect facts: In every lesson some facts have to be taught; in information lessons, the number is larger than in other type. The teacher frequently finds himself in the position of having to give judgment on whether one fact or another is true. Unless he has prepared, or is very familiar with the subject, he is likely to make some incur errors decision with consequent loss of face when the children learn the truth,
- (c) Lack of detail and illustrative material One can usually say a little about almost any subject, but the less one knows, the sooner one dries up. Consequently, the unprepared teacher gives lessons which lack the detail and illustrations that make them really interesting and almost certainly teaches without teaching aids.
- (d) Disorderly presentation of information: It is almost impossible to arrange unfamiliar lesson material in a logical or interesting sequence. Consequently, the lesson tends to pour out as a jumble of unrelated facts.

It cannot be said too often that lesson preparation does not mean only writing lesson notes; the notes are the last stage of the process. A well-prepared

lesson can be taught without any notes, but a good lesson cannot be taught without preparation.

When you set out to prepare a lesson, you must first ask yourself “Who is to be taught?” It is obvious that *a* lesson prepared for children of twelve would not be suitable for children of six; the content and approach would be different in each case. Moreover, in a class where you have children well advanced and others lagging far behind, you are not going to teach very well if you prepare a lesson which is for all of them together. A well prepared lesson for a class containing children at different stages, or with widely varying ability, must take into consideration these varied elements; they should be taken in groups or as individual when appropriate.

The second question is “What is to be taught?” This requires that the lesson has an aim, and that material for the lesson will be selected in order to achieve that aim, The material will largely be obtained from textbooks, but the good teacher will constantly be gathering his information from all manner of sources such as observation, private reading, broadcasts, films, newspapers and experience in general. Careful preparation will result in much more material than can be used in the lesson. Consequently much selection will be necessary. This should be done with the aim of the lesson and the capacity of the children clearly kept in view.

Lastly, you will have to ask yourself “How is it to be taught?” This will determine your method. Teachers have developed multitudes of methods based on knowledge of child development and the psychology of learning. You must choose the method you think will serve your purpose best; but you should bear in mind that it is possible to have too much of a good thing and that one method, which may be delightful and stimulating if used from time to time, can become wearisome if used too frequently. The secret is to vary your methods. Variety is the spice of life and it leads to interesting and lively teaching.

Essentially, however, the teacher’s job with every lesson is the same; it is to

- introduce the lesson topic
- introduce and consolidate each learning step by demonstrations, explanations, pupils’ activities etc.
- deal with situations as they arise
- bring the lesson to a satisfactory conclusion

As skill and experience increase these processes will be seen less as separate things to think about and more as an integrated whole. .

CHAPTER THREE

METHOD OF THE STUDY

This chapter dealt with the method and procedure used in this study. It was discussed under the following sub-heading.

- Design of the Study
- Population of the Study
- Sample and Sampling Procedure
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Design of the Study

A descriptive survey research design was applied in this study. As the data were already in existence.

Population of the Study

The population of the study consists of all six hundred and two (602) teachers from fourteen (14) senior secondary schools in Oredo LGA of Edo state. (*Source:* Edo state ministry of education 2020).

Sample and Sampling Technique

The sample random sampling technique was used to select the sample for the study. Fifty (50) teachers from Five (5) of the Fourteen (14) secondary schools were selected in Oredo LGA of Edo state.

Research Instrument

The instrument that was used for data collection in this study is a structured questionnaire. The questionnaire will contain four sections. Section A identifies the socio-demographic characteristics of the respondents in the study; section B contained the Influence of school enrollment on teacher's effectiveness in senior secondary school in Oredo local government area.

Validity of the Instrument

The instrument was submitted to the project supervisor and two other experts in educational management for face and content validity. Their

observations, modifications and suggestions will be effected in the implementation of the final copies of the questionnaire.

Reliability of the Instrument

A test re-test reliability method will be used to test the reliability of the instrument. To ensure the reliability of the instrument; the questionnaire was administered to undergraduate who were not be captured in the population of the study to elicit information to measure the consistency of the instrument, the same instrument were administered to the same student within two week interval, this is to ensure that the instrument is reliable. The result from the test was measured using Cronbach Alpha Coefficient reliability method was 0.81, indicating that the instrument was reliable.

Method of Data Collection

Copies of the questionnaires was administered and collected by the researcher and two other assistants. The researcher and his assistance was ensured that the questionnaires were rightly filled and all questioned filled correctly before statically analyzed.

Method of Data Analysis

The data was properly organized and tabulated using mean and standard deviation.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

This chapter presented the computation and analysis of data gathered through the use of the questionnaire distributed to the respondents. It also has the discussion of findings.

Presentation of Demographic Data

Table 1: Distribution of respondent's gender

Gender	Number of Participants	Percentage
Male	19	38%
Female	31	62%
Total	50	100%

Table 1 shows the distribution of respondent's gender. It shows that 19 (38%) of the participants were Male, while 31(62%) were Female.

Analysis of the Results

Research Question One: What is the impact of school enrolment on teacher's effectiveness?

Table 2: Mean and standard deviation showing the impact of school enrolment on teacher's effectiveness

S/N	ITEMS	N	\bar{x}	SD
1	I teach better with large class	50	2.10	.550
2	I am well motivated to teach larger classes	50	2.11	.849
3	It easy to demonstrate with instructional material in a large class so that every students will understand better	50	2.20	.823
Cluster			2.185	0.7138
Note: SD (Standard Deviation), N (Sample Size)			Significant Score > 2.50	
Source: Computed from Field Work (2021)				

In response to research question one, Table 2 shows that the respondents rated item one to four as low extent with a mean rating ranging from 2.10 to 2.32 while the standard deviation also ranges from .550 to .849. With these results, the above mean score shows the impact of school enrolment on teacher's effectiveness is to a high extent.

Research Question 2: Does school enrolment affect teacher’s impact on students’ academic achievement?

Table 3: Mean and standard deviation showing effect of school enrollment on students’ academic achievement

S/N	ITEMS	N	\bar{x}	SD
1	It is difficult to follow up students’ academic achievement because of large classes		2.99	.910
2	I record a large percentage of failure in my subject because of overcrowded classes		2.77	.734
3	Student find it difficult to assimilate what they are been taught in large class		2.88	.783
Cluster			2.801	0.813

Note: SD (Standard Deviation), N (Sample Size) Significant Score > 2.50
Source: Computed from Field Work (2021)

In response to research question one, Table 3 shows that the respondents rated item one to four as high extent with a mean rating ranging from 2.67 to 2.99 while the standard deviation also ranges from .734 to .910. With these results, the above mean score shows that school enrolment affect teacher’s impact on students’ academic achievement is to a high extent.

Research Question Three: Does school enrolment affect teacher’s effectiveness in administering of subject matter?

Table 4: Mean and standard deviation showing effect of school enrollment in teachers administration of subject matter

S/ N	ITEMS	N	\bar{x}	SD
1	I find it difficult to teach a particular subject due to large classes	50	3.41	.637
2	Large classes make it difficult for students to understand better	50	3.48	.659
3	Due to large class enrolment I spend much time explaining a sub topic to students	50	3.32	.723
Cluster			3.02	0.776
			1	

Note: SD (Standard Deviation), N (Sample Size) Significant Score > 2.50
Source: Computed from Field Work (2021)

In response to research question one, Table 4 shows that the respondents rated item one to four as high extent with a mean rating ranging from 3.15 to 3.48 while the standard deviation also ranges from .637 to .922. With these results, the above mean score shows that school enrolment affect teacher’s effectiveness in administering of subject matter is to a high extent.

Discussions of Findings

The findings of this study were discussed with respect to the research purpose earlier raised in the study.

From research question one; the study revealed the impact of school enrolment on teacher's effectiveness is to a high extent and this findings is in alignment with the finding of Spathis (2014) who stated that it is an essential necessity for the learners to take part in the information society since knowledge is a 'must' for the social and economic growth of a country. With the advent of Information Communication Technology (ICT) in the accounting field, this has led to major changes in term of improvement in the structure and function in education system, therefore large class will make a teaching look ineffective when teaching and carrying out his/her duties.

The analyses from research question two shows that the shows that school enrolment affect teacher's impact on students' academic achievement is to a high extent and this findings is in contrary to the study of Idenumah (2013) who reported that there is a positive relationship between certain variables such as class size, students-teacher ratio, student's factor and performance in examination; these factors are discovered to be the factors that have strong and direct influence on academic performance of students. Schools with large class size and high teacher

to student ratio recorded poor performance while a better performance was recorded with school that has smaller size and lower teacher to student ratio. But the findings of this study is in line with the findings of Joshua and Kritsonis (2016) on class size and academic performance of students shows that the class size in secondary schools' range between 35 to 40 students per class. The class size is a very important factor in the teaching-learning process of students and there is a general agreement among various researchers and educationists that the lower the class size, the higher the students' academic performance. Since students' achievement decreases as class size increases, many studies have pointed out the significance of class size to cognitive learning in the school

The data analyses from research question three indicated that school enrolment affect teacher's effectiveness in administering of subject matter is to a high extent and this finding is in line with McKeachie (2010) who summarized the theory of the effects of class size on learning, with more emphases on how instructors and students behave differently in large and small classes. It was noted that discussion time becomes fragmented among students in large classes and instructors may rely on passive lecturing, assign less written homework or fewer problem sets, and may not require written papers. In addition, instructors may find it difficult to know each student personally and tailor pedagogy to individual

student needs in a large class. The findings of this study is in contrary to the findings of Bolton (2018) found that there was no significant difference in past test achievement scores between large classes and small classes control groups; he concluded that larger classes are sometimes better and Earlier, Keeves (2018) acceded that type of school did not make a contribution to academic performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The summary of finding made in this study, conclusion reached and recommendations made are presented under this chapter

Summary

The study focused on Influence of school enrollment on teacher's effectiveness in senior secondary school in Oredo local government area. To guild the study three research questions were raised and answered

Several journal and books were reviewed in this study; questionnaires were used to collect data for the research 50 respondents were selected. The data collected were analyzed using simple percentage, means, and standard deviation. The reliability of instrument was 0.81, using Cronbach Alpha reliability coefficient method, indicating that the instrument was reliable

Findings

The following findings were attained from the study:

- the study revealed the impact of school enrolment on teacher's effectiveness is to a high extent.
- that school enrolment affect teacher's impact on students' academic achievement is to a high extent.

- that school enrolment affect teacher's effectiveness in administering of subject matter is to a high extent.

Conclusion

Based on the finding of the study, the following conclusions were reached by the researcher:

The study concluded that the impact of school enrolment on teacher's effectiveness is to a high extent, that the shows that school enrolment affect teacher's impact on students' academic achievement is to a high extent and that school enrolment affect teacher's effectiveness in administering of subject matter is to a high extent.

Recommendations

Based on the findings and conclusions derived from the study, the following recommendations were made:

- The study recommends that since education is a core to national development, government should therefore increases it allocation of fund to the educational sector in order to curb the issues of overpopulation in classrooms and school enrollment

- Since most parent might be unable to build new schools, they should ensure that their child are given extracurricular lesson, this will help them learn better
- Principals and head of schools can also advocate for their school by writing to government to improve the state of their schools
- School heads should be made to offer better support to teachers in the area of classroom management aim at improving the performance level of teachers.

Suggestions for Further Studies

There is need for further research on the same topic in other states and institutions of the federation, so that the conclusions can be generalized

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APPENDIX
DEPARTMENT OF EDUCATIONAL MANAGEMENT
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY

I am a final year student of the department of Educational management, University of Benin, conducting a research on "Influence of school enrolment on teachers effectiveness in senior secondary school in Oredo local government area." as part of the fulfillment of my B.Sc. degree programme. It will be highly appreciated if the questions below are answered correctly by ticking (√) in the appropriate space provided. Your confidentiality is assured.

SECTION A: DEMOGRAPHIC CHARACTERISTICS

1) **Gender:** Male (), Female ()

SECTION B:

S/N	ITEM	SA	A	D	SD
	The impact of school enrolment on teacher's effectiveness				
1	I teach better with large class				
2	I am well motivated to teach larger classes				
3	It easy to demonstrate with instructional material in a large class so that every students will understand better				
	Effect of school enrollment on students' academic achievement				
4	It is difficult to follow up students' academic achievement because of large classes				
5	I record a large percentage of failure in my subject because of overcrowded classes				
6	Student find it difficult to assimilate what they are been taught in large class				
	Effect of school enrollment in teachers administration of subject matter				
7	I find it difficult to teach a particular subject due to large classes				

8	Large classes make it difficult for students to understand better				
9	Due to large class enrolment I spend much time explaining a sub topic to students				