CLASS SIZE AND TEACHERS' DISCIPLINARY MEASUREAS CORRELATE OF SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN ANAMBRA STATE.

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Abstract

This study investigated class size and teachers' disciplinary measures as correlate of secondary school students' academic performance in Anambra State. The purpose of this study was to determine the relationship between class size and teachers' disciplinary measure on senior secondary school students' academic performance in Anambra State. Four research questions and two null hypotheses guided the study. The study was carried out in Onitsha Education zone of Anambra State. The study adoptedcorrelational researchdesign. The sample for the study consists of 62 teachers obtained through non-proportionate stratified random sampling technique from eight (8) schools in Onitsha education zone. The instrument used for data collection was the questionnaire titled; Class Size, Teachers Disciplinary Methods and Academic Performance Questionnaire (CSTDMAPQ). The face and content validation was carried out by two experts. The research questions where analysed using Pearson Product Moment Correlation Coefficient (Pearson r) while hypothesis were tested at .05 level of significance using multiple regression analyses. Results of the research showed that large class size and teacher's disciplinary measures has significant relationship with academic performance of senior secondary school students and that small class size and teachers' disciplinary measures has a significant relationship with academic performance of senior secondary school students in Anambra State. The study recommended among others that government should reduce the number of the students in each class so that the class size will fall in tune with the minimum standards approval, this will allow the teachers easy control of classroom environment.

Keywords: class, class size, discipline, disciplinary measures, academic performance

Introduction

Education is a very important tool to develop the society at large and individual in particular. Education aims at shaping the behavior in a desirable way, creating good citizens, bringing about all-round development of personality and evolving morally oriented human beings (Mumthas, Jouhar& Abdul, 2014). Provision of quality education and training is the ultimate goal of any educational system. However, since Western Education became firmly rooted in Nigeria; it has raised series of problems. Most of these problems are caused by various government's poor educational policy, whether during colonial or post-independence era. It has resulted in the setting up of various commissions to examine Nigeria's educational problems and make recommendations. These problems relate to the limited quantity and quality of qualified classroom teachers, inadequate and obsolete educational facilities to aid learning, low or absence of disciplinary measures and how it affects the academic performance of students.

Disciplinary measure is the method of monitoring and enforcement of obedience, and applying established rules so as to avoid occurrence of undesirable and unacceptable acts(Okolie and Udom 2019). Therefore, disciplinary measureare control strategy which ensures that students conform to the behavioural and performance standards determined by the school and society. There are three types of disciplinary measures which are preventive measure, progressive measure and corrective measures.Preventive disciplinary measure involves the use of threats and rules to discourage misconduct among staff and students in school organizations. Progressive measure is the use of heavy or strong sanction or punishment for repeatedly committed offence. In progressive approach, there is increasing severity of punishment for professional misconduct among teachers. Similar to this, Itang (2015) averred that progressive discipline is a disciplinary measure where there is increasingly severe punishment every time there is an offense from a student.Corrective approach is the use of punishment and sanction against violators of school rules and regulations. Itang (2015) noted that corrective discipline is an action taken to address violations of the rules.All these disciplinary measure are used to increase good academic performance from the students.

Academic performance is the extent to which a student has attained their short or long term educational goal. It could also be seen as the measurement of student achievement across various academic subjects. Academic performance is viewed by Gupta and Mehtani (2017) as the knowledge obtained or skills developed in the school subjects usually designed by test scores or marks assigned by the teacher. Academic performance, which is measured by the examination results, is one of the major goals of a school. Academic performance is the outcome of education, to the extent at which a student, teacher or institution have achieved their educational goals during and after teaching and learning process that usually takes place in the classroom.

Class size refers to the number of students in a given course or classroom, specifically either the number of students being taught by individual teachers in a course or classroom or the average number of students being taught by teachers in a school or educational system. The term may also be the number of students participating in learning experience. Class size refers to an educational tool that can be used to describe the average number of students per class in a school (Adeyemi,2018). While Ezeakunne, (2012) described it as the number of students per teacher in a class.

There are large and small sizes in school. The smaller the class, the greater the likelihood is that a teacher will spend more time with individual pupils. Large classes present more challenges for classroom management, pupil control, and marking, planning, and assessment. Teachers are put under more strain when faced with large classes. In smaller classes, it can be easier for teachers to spot problems and give feedback, identify specific needs and gear teaching to meet them, and set individual targets for students. This means that higher levels of academic interaction between students and their teachers, as well as increased level of student engagement within smaller classes can improve academic performance of student in the subject.

Statement of Problem

Due the continually and progressive growth in population in the country and inability of the government to establish more schools to serve the educational needs of the growing population and compounded with the problems of inadequate facilities in schools to meet the resultant unprecedented increase in students' enrolment in schools with inadequate planning for the expected students population explosion in schools, overcrowded classrooms now become a permanent feature of academic setting at all levels of the educational system because as school population increases class sizes also increases. Also, It could be observed that various forms of

indiscipline may be found among school students which include truancy, theft, sneaking, cheating, lateness, noise making, absenteeism, fighting, defiance, destroying of school properties, bullying, drug abuse, failure to complete assignments, sexual harassment among others, which influences the students' academic performance in the school. These and many other problems inform the decision to conduct this research work on the relationship between class size and teachers disciplinary measures on academic performance of students in secondary schools in Anambra state.

Research Questions

The following research questions guided the study:
1. What is the relationship between large   class   size and academic performance of senior secondary school students in Anambra State?
2. What is the relationship between small class size and academic performance of senior secondary school students in Anambra State?
3. What is the relationship between teachers' disciplinary measures and academic performance of senior secondary school students in Anambra State?
4. What is the relationship between   large   class   size and teachers' disciplinary measures   on academic performance of senior secondary school students?

Hypothesis

The following null hypotheses guide the study:

Ho1: Large   class   size and teachers' disciplinary measures has no significant relationship with academic performance of senior secondary school students in Anambra State.

Ho2: Small class size and teachers' disciplinary measures have no significant relationship with academic performance of senior secondary school students in Anambra State.

Method

The design adoptedforthisstudy was correlational researchdesigns. The study was carried out in Anambra State. Anambra state located in the South Eastern Region of Nigeria. Anambra State has Delta, Enugu, Abia and Imo States as north, east, west and south bordering states respectively. Specifically, the study was carried out in Onitsha North, Onitsha South and Ogbaru Local Government Areas that make up Onitsha Education Zone, with a total number of 32 public secondary schools which include Onitsha North Government Area 16 school, Onitsha South Local Government Area 6 schools, and Ogbaru Local Government Area 10 schools (P.P.S.S.C. Onitsha Education Zone 2021). Onitsha EducationzoneofAnambrastatewasusedon thefactthat academic performance of students in this area has been going on downward trend instead of increasing, thereby the need to seek for learning approaches that will enable the students achieve more.The population of the study comprised of 512 teachers teaching in the senior secondary schools in the Onitsha Education zone. (Post Primary Schools Service Commission, 2021). The sample for the study consist of 62 teachers obtained through non-proportionate stratified random sampling technique from eight (8) schools in Onitsha education zone (three (3) schools each from Onitsha North and Ogbaru LGAs and two (2) from Onitsha South LGA). A simple random sampling technique was used in selecting 22 teachers from three schools in Onitsha North, 20 teachers from three schools in Onitsha South and another 20 teachers in OgbaruLGA making it a total of 62 teachers. The instrument used for data collection was the questionnaire which was developed by the researcher titled; Class Size, Teachers Disciplinary Methods and Academic Performance Questionnaire (CSTDMAPQ). The face and content validation was carried out by two experts in the field of Education. Cronbach's alpha was used to determine the reliability

of the instrument, which yielded coefficient values of 0.80 with average coefficient index of 0.79. This value show that the instrument is sufficiently reliable. Theinstrumentswereadministeredto the respondents inthesampled schoolsbythe researcherswith the help of two research assistants. The research questions where analysed using Pearson Product Moment Correlation Coefficient (Pearson *r*) while hypothesis were tested at .05 level of significance using multiple regression analyses.

Results

Research Question 1: What is the relationship between largeclasssize and academic performance of senior secondary school students in Anambra State?

Table 1: Pearson r on large class size and academic performance of secondary school students

Sources of Variation	N	Large Class Size r	Academic performance r	Remark
Large class size	62	1.00	0.544	Moderate Positive Relationship
Academic performance	62	0.544	1.00	

In table 1 it was observed that a moderate positive relationship of 0.544 exists between secondary school students with large class size and academic performance in Anambra state.

Research Question 2: What is the relationship between small class size and academic performance of senior secondary school students in Anambra State?

Table 2: Pearson r on small class size and academic performance of secondary school students (N=*62)*

Sources of Variation	N	Small Class Size r	Academic performance r	Remark
Small class size	62	1.00	0.654	HighPositive Relationship
Academic performance	62	0.654	1.00	

In table 2 it was observed that a high positive relationship of 0.654 exists between small class size and academic performance of secondary school students in Anambra state.

Research questions 3: What is the relationship betweenteachers' disciplinary measures and academic performance of senior secondary school students in Anambra State?

Table 2: Pearson r on teachers' disciplinary measures and academic performance of secondary school students (*N=62*).

Sources of Variation	N	Teachers' disciplinary measures r	Academic performance r	Remark
Small class size	62	1.00	0.404	Moderate Positive Relationship
Academic performance	62	0.404	1.00	

In table 2 it was observed that a high positive relationship of 0.404 exists between teachers' disciplinary measures and academic performance of secondary school students in Anambra state.

Research Questions 4: What is the relationship among large class size, teachers' disciplinary measures on academic performance of senior secondary school students?

Table 4: Summary of regression analysis on large class size, teachers' disciplinary measures and academic performance of secondary school students *(N=62)*

R	R Square	Adjusted R Square	Remark
0.562	0.315	0.314	Moderate Positive Relationship

Table 4 shows that moderate positive relationship of 0.562 exist among large class size, teachers' disciplinary measures jointly with the academic performance of secondary school students.

Hypotheses Testing
Hypotheses 1: Large class size and teacher's disciplinary measures has no significant relationship with academic performance of senior secondary school students in Anambra State.

Table 5: Summary of regression analysis on large class size, teachers' disciplinary measures and academic performance of secondary school students *(N=62)*

N	R	R Square	Adjusted R Square	Df	Cal. F	Pvalue	Remark
62	0.562	0.315	0.314	60	314.122	0.000	S**

Table 5 reveals that at 0.05 level of significance 2df numerator and 60df denominator, the calculated F314.122 with Pvalue 0.000 which is less than 0.05, the first null hypothesis is rejected. This implies that large classsize and teacher's disciplinary measures has significant relationship with academic performance of senior secondary school students in Anambra State.

Hypotheses 2: Small class size and teachers' disciplinary measures has no significant relationship with academic performance of senior secondary school students in Anambra State.

Table 6: Summary of regression analysis on small class size, teachers' disciplinary measures and academic performance of secondary school students *(N=62)*

N	R	R Square	Adjusted R Square	Df	Cal. F	Pvalue	Remark
62	0.654	0.315	0.314	60	517.79	0.000	S**

Table 6 reveals that at 0.05 level of significance 2df numerator and 60 df denominator, the calculated F514.79 with Pvalue 0.000 which is less than 0.05, the second null hypothesis is rejected. Tis implies that small class size and teachers' disciplinary measures has a significant relationship with academic performance of senior secondary school students in Anambra State.

Discussion

Data relating to research question 1 reveals a moderate positive relationship between secondary school students with large class size and academic performance in Anambra state. This finding agrees with the finding of Gupta and Mehtani (2017) who found that academic performance is the knowledge obtained or skills developed in the school subjects usually designed by test scores or marks assigned by the teacher. Similarly, data relating to null hypotheses 1 revealed that large class size and teacher's disciplinary measures has significant relationship with academic performance of senior secondary school students in Anambra State. This finding conforms with the finding of Itang (2015) who averred that progressive discipline is a disciplinary measure where there is increasingly severe punishment every time there is an offense from a student. Corrective approach is the use of punishment and sanction against violators of school rules and regulations.

Data relating to research question 2 shows that a moderate positive relationship exists between small class size and academic performance of secondary school students in Anambra state. Result relating to research question 3 reports a high positive relationship between teachers' disciplinary measures and academic performance of secondary school students in Anambra state. Result rlating to research question 4 shows that moderate positive relationship exists among large class size, teachers' disciplinary measures jointly with the academic performance of secondary school students.In the same vein, relating to hypotheses 2 this study found that small class size and teachers' disciplinary measures has a significant relationship with academic performance of senior secondary school students in Anambra State.

These findings conform to the finding of Adeyemi (2018) who revealed that classsize refers to an educational tool that can be used to describe the average number of students per class in a school. There are large and small sizes in school. The smaller the class, the greater the likelihood is that a teacher will spend more time with individual pupils. Large classes present more challenges for classroom management, pupil control, and marking, planning, and assessment. Furthermore, these findings are further supported by Okolie and Udom (2019) who found that disciplinary measure are control strategy which ensures that students conform to the behavioral and performance standards determined by the school and society. There are three types of disciplinary measures which are preventive measure, progressive measure and corrective measures.

Conclusion

Based on the findings of this study it was concluded that;
1. A moderate positive relationship exists between secondary school students with large class size and academic performance in Anambra state.
2. A high positive relationship exists between small class size and academic performance of secondary school students in Anambra state.
3. A moderate positive relationship exists between teachers' disciplinary measures and academic performance of secondary school students in Anambra state.
4. Moderate positive relationship exist among large class size, teachers' disciplinary measures jointly with the academic performance of secondary school students.

5. Small class size and teachers' disciplinary measures has a significant relationship with academic performance of senior secondary school students in Anambra State.
6. Large class size and teacher's disciplinary measures has significant relationship with academic performance of senior secondary school students in Anambra State.

Recommendations

Based on the findings of this research and its conclusions, the following recommendations are made:

1. Government should reduce the number of the students in each class so that the class size will fall in tune with the minimum standards approval, this will allow the teachers easy control of classroom environment.
2. There should be decision on the appropriate teacher-student ratio and insist that all classes abide by the specified ratio. A plan should be put together for each district that entails what their ratios should be, where the money is going to come from to hire more teachers and build more classrooms, and exactly what steps that they should take throughout this process to implement class size reductions properly.
3. Mode of instruction should be investigated further to determine just how much it affects students' academic performance. From this study it is clear that it does affect student academic performance in some way.
4. Workshops, seminars, conferences or orientation courses on disciplinary measure should be organised for teachers in order to acquaint them to some disciplinary measure so as to give students the opportunity to inculcate moral on the students.
5. Workshops, seminars, conferences or orientation courses on disciplinary measure should be organised for students to inform them about school rules and regulation this will also help the student do the right things needed from them in the school and also improve their academic performance.

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