

CHEMISTRY TEACHERS' SELF-AWARENESS AS CORRELATES OF CLASSROOM MANAGEMENT PRACTICES IN KWARA STATE SENIOR SECONDARY SCHOOLS

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Abstract

The study investigated Chemistry teachers' self-awareness as correlates of classroom management practices in Kwara State Senior Secondary Schools. The study was guided by one research question with a corresponding hypothesis. The study adopted a correlational research design. The population of the study was 274 Chemistry Teachers. Simple random sampling technique was adopted in selecting 159 Chemistry Teachers. The research instruments used was adapted questionnaires with 5 point scale. Inferential statistics of linear regression was used to test the hypothesis at a 0.05 level of significance. Result of the hypothesis tested, revealed that there was significant relationship between chemistry teachers' self-awareness and classroom management practices. The study recommended that chemistry teachers should adopt a good measure to strengthen their self-awareness skills during teaching and learning processes.

Keywords: Self-awareness, Classroom management practices.

1. BACKGROUND TO THE STUDY

It is not a secret that teaching is one of the most emotionally charged and exhausting profession. The education given to citizens of this country, especially at the secondary school level, must be of good quality to teach the necessary skills for self-development and survival. Quality education is a necessity **to** build responsible citizens who can drive the nation's economy and compete favourably in the knowledge-based world of today. This bothers the effectiveness and efficiency of the school administrators and teachers during teaching and learning (Chidobi & Eze, 2016). To achieve this quality, teachers' application of classroom Management skills and self-awareness are very fundamental. A teacher must be mindful of how lack of self-awareness would hinder the teaching and learning process in the classroom. For many centuries now, education has become a vital tool for human and capital growth, as well as the survival of every community. The state of growth and development in any society is laid on the contribution of quality education (Amalu & Okon, 2018).

The quality of education given in schools should be of great concern to all stakeholders with the declining performance of students in both the West African School Certificate (WAEC) and

Nationals Examination Council Examinations (NECO), coupled with continued decline in the number of Credit passes in science subjects especially in Chemistry (James, 2018). The continuous decline in chemistry students' performances raises issues of quality education among stakeholders in education and members of the public in Kwara State. The most essential activity in a typical school environment is the ability to organize classroom activities and manage the behaviour of students. Teachers have the responsibility of organizing classroom activities and managing student's behaviours in school. This means that teachers are the major implementers of school curriculum and as an individual or group of individuals; teachers hold a very important position in educational sector. They need certain classroom management skills and self-awareness to enable them manages students' behaviour and ensures the maintenance of high standard in schools since effective teaching and learning cannot be achieved in a mismanaged classroom.

A classroom is an environment where teaching and learning occur and the powerhouse in which the success or failure of the teaching-learning process is sustained (Obineme, 2018). It is a learning environment where all the factors conducive to learning are put in place, such as physical- sensory elements like lighting, colour, sound, space, furniture, etc. This could include laboratories, workshops and so on (Obineme, 2018). The anticipation and objectives of formal education are typically accomplished in the classroom using a well-planned curriculum through effective classroom management practices and teachers' self-awareness. Classroom management controls are special skills the teachers need for effective teaching and classroom organization because it takes a great deal of effort and ability to handle a classroom full of students. Teachers have to be emotionally stable and thoroughly knowledgeable in the subjects they are handling and also know how to control the class and maintain discipline and order in the classroom. Browers and Tower (2010) agreed that teachers who have problems with classroom discipline are frequently ineffective and emotionally unstable in the classroom and often report high levels of stress and symptoms of burnout. According to Linsell *et al.* (2015), the inabilities of teachers to effectively manage classroom behaviour often contribute to students' low academic performance. The rationale behind this assertion is that teachers' inability to manage classroom behaviours effectively makes it impossible for quality to be assured in the teacher's classroom. This is because the quality of learning depends on teachers' classroom management skills and self-awareness exhibited by the teachers' during teaching and learning processes. Hence self-awareness is a necessity for teaching and learning to take place effectively.

Self-awareness is the ability to understand one's feelings, attitudes and behaviours. Increasing self-awareness also has important implications for academic performance and classroom management. Several studies show that practising mindfulness is an effective and efficient technique for improving cognitive function resulting in increased test performance, memory and reading comprehension (Abraham *et al.*, 2017). Self-awareness is to inform ones' self of interest to identify feelings and how it affects performance. Teachers' self-awareness is the key to respond to student's strengths and weaknesses. Udoudo (2014) describe self-awareness as the

foundational building block of an individual's emotional intelligence as individuals high in emotional awareness recognize how feelings affect one's performance. Andrei *et al.* (2016) agreed that emotional health is fundamental to effective teaching and that the most critical element of a teachers' success is an understanding of how to teach. He added that teachers' who are self-aware and intrinsically motivated would have very high classroom management practices which enhances student performance.

The poor performance of Chemistry examination in West African Examination (WAEC) and National Examination Council (NECO) has continued to be a major concern for the Government of Kwara State and other education stakeholders within the State (James, 2018). The low grades scored by most Chemistry students in their Senior Secondary School Certificate Examinations (WAEC and NECO) jeopardise their chances for admission into higher institutions of learning, particularly Nigerian Universities. In an effort to reverse the trend, the Kwara State government adopted a number of interventions such as Seminars, Conferences, and Workshops targeting students, teachers and the overall teaching and learning environment. However, Teachers' self-awareness could have both positive and negative influence on students in the sense that if teachers' self-awareness is positively utilized by classroom teachers, it will result to high academic performance of the students but if it is negatively utilized by classroom teachers it leads to low academic performance of the students (Amalu, 2018). The attitude of teachers affects the students' performance. The teachers' unprofessional attitude towards their students inhibits students' participation in classroom activities and hence jeopardized their performances in the classroom. The way a teacher manages the classroom will change the thinking of the students towards learning. The expectations and objectives of secondary education are normally accomplished in the classroom using a well-planned curriculum through effective classroom management skills. This being the case, one may ask whether the expectations and objectives of secondary school education in Nigeria are guided by unskilled teachers and mismanaged classrooms. To this end, this aroused the interest for the research to investigate chemistry teachers' self-awareness as correlates of classroom management practices in Kwara State senior secondary schools.

2. AIM AND OBJECTIVE OF THE STUDY

The aim of this study was to investigate chemistry teachers' self-awareness as correlates of Classroom Management Practices in Kwara State Senior Secondary Schools. The objective of this study is to determine the:

1. Relationship between Chemistry Teachers' Self-awareness and Classroom Management Practices in Kwara State Senior Secondary Schools.

Research Question One: What is the relationship between Chemistry Teachers' Self-awareness and Classroom Management Practices in Kwara State Senior Secondary Schools?

Research Hypothesis

A null hypothesis was formulated to guide the study and was tested at a 0.05 level of significance;

HO₁: There is no significant relationship between Chemistry Teachers' Self-awareness and Classroom Management Practices in Kwara State Senior Secondary Schools

3. METHODOLOGY

The research design used for this study is descriptive survey research design using correlational approach. The correlational design is considered appropriate because correlational research is used to determine the extent to which two or more variables are related among a single group of people. The study was guided by one research question with a corresponding hypothesis. The population of the study was 274 Chemistry Teachers who are currently teaching chemistry in Kwara State public senior secondary school. Simple random sampling technique was adopted in selecting 159 Chemistry Teachers. The research instruments used was adapted questionnaires with 5point scale. Inferential statistics of linear regression was used to test the hypothesis at a 0.05 level of significance.

4. RESULTS**Research Question One:**

What is the relationship between chemistry teachers' self-awareness and classroom management practices in Kwara State Senior Secondary Schools? This research question was answered using a scatter plot, as shown in figure 1

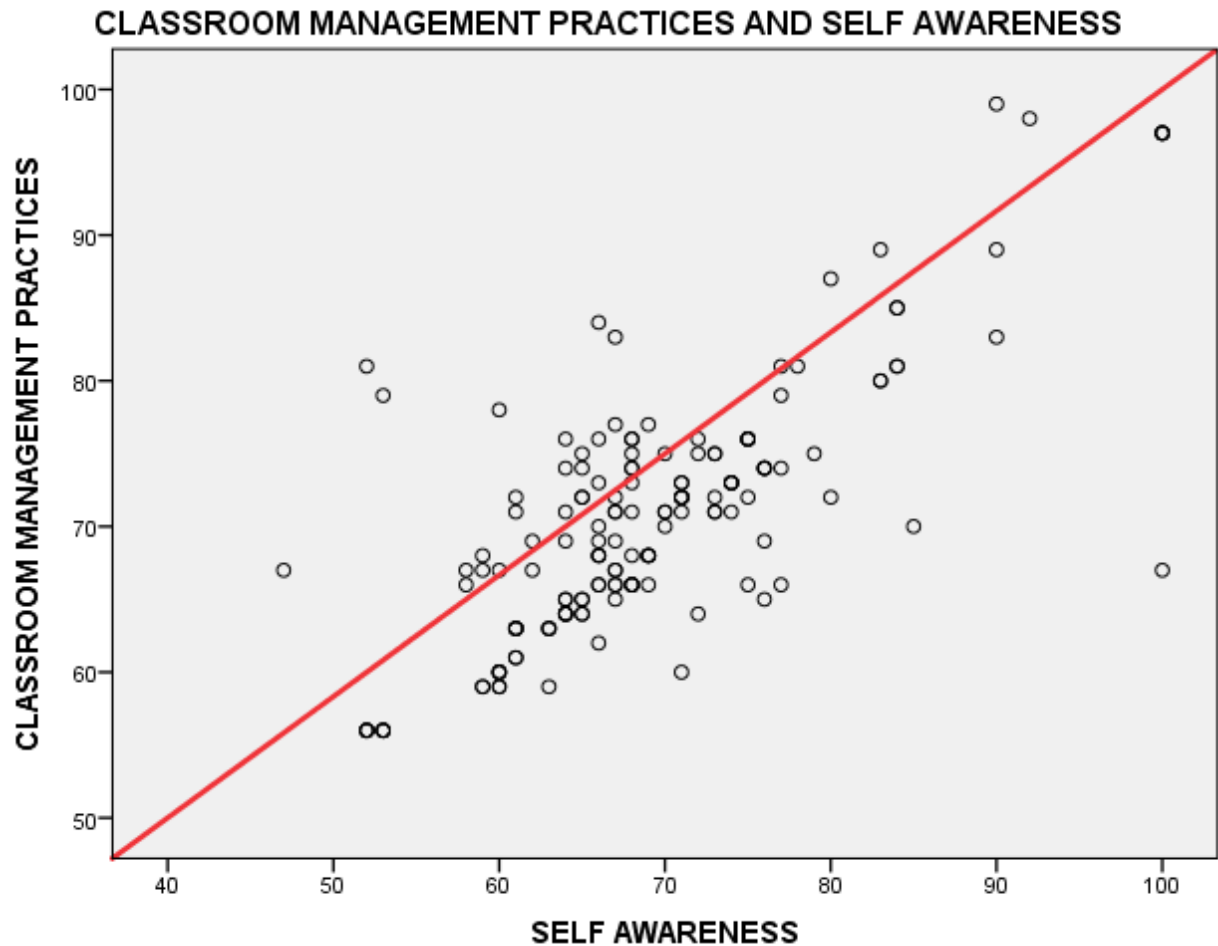


Figure 1: Scatter plot relationships between Classroom Management Practices and Teachers' Self-awareness.

Figure 1: is a scatter plot of the relationships between classroom management practices and teachers' self-awareness. The scatter plot indicates that there is a positive relationship between the two constructs, as indicated by the trend line. This finding is supported by the mean and standard deviation of the two constructs as shown in table 1

Table 1: Mean and Standard Deviation of Self-awareness and Teachers' Classroom management Practices

Variable	N	$\bar{x}$	SD	Mean difference
Classroom Management	159	70.81	8.816	1.73
Self-awareness	159	69.08	9.950	

Table 1 shows the mean and standard deviation of self-awareness and teachers' classroom management practices. The findings show a computed mean score of 70.81 and Standard Deviation of 8.816 for classroom management practices and a Mean score of 69.08 with a Standard Deviation of 9.950 for self-awareness. This gives a Mean difference of 1.73 between classroom management practices and teacher's self-awareness. This implies that the relationship between the variables is positive because the mean difference is not very large. The smaller the mean difference the stronger is the relationship.

Hypothesis One: There is no significant relationship between chemistry teachers' self-awareness and classroom management practices in Kwara State Senior Secondary Schools. This formulated hypothesis was tested using linear regression, and the summary of the results is presented in Table 2a

Table 2a: Linear Regression Model Summary on the Relationship between Chemistry Teachers' Self-awareness and Classroom Management Practices

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.759 ^a	.575	.573	5.763

a. Predictors: (Constant), Self-awareness

Table 2a shows the regression model summary for the independent variable (chemistry teachers' self-awareness) and the dependent variable (classroom management practices). The result shows $r(1,157) = .759$, $r^2 = .575$. The r^2 of 0.575 indicates that only 58.0% of the total variation in chemistry teachers' classroom management practices can be attributed to the teachers' self-awareness. The regression coefficient is presented in Table 2b

Table 2b: Linear Regression Coefficient on the relationship between Chemistry Teachers Self-awareness and Classroom Management Practices

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 Constant	24.381	3.216		7.582	.000
Self-awareness	.672	.046	.759	14.585	.000

a. Dependent Variable: Classroom Management Practices

Table 2b shows the regression coefficient of teachers' self-awareness and classroom management practices. The result shows teachers self-awareness is a significant predictor of Classroom Management Practices ($B = .759$, $t = 14.585$, $p(0.00) < 0.05$). The findings indicate that the standard Beta coefficient for teachers' self-awareness is positive and statistically significant. Therefore, the hypothesis is rejected. The regression coefficient indicates that for any increase in one units of teachers' Self-awareness will cause an increase of 0.672 units of

teachers' classroom management practices (when all other factors are constant) in Kwara State senior secondary schools.

5. CONCLUSION

The study disclosed that self-awareness have impact on classroom management practices of a chemistry teacher. This supports the findings of Kashani *et al.* (2012) who examined the role self-awareness in the classroom management practices of high school students. The findings revealed that self-awareness plays a major role in dealing with teachers' classroom management practices. Hence, classroom teachers' should be aware of how their self-awareness influences their performance in the classroom so as to achieve the targeted goals and objectives of teaching and learning processes.

6. RECOMMENDATIONS

The paper recommended that:

1. The paper recommended that chemistry teachers should adopt a good measure to strengthen their emotional intelligence during teaching and learning processes.
2. The stakeholders as a matter of urgency should organise orientation to both new and old chemistry teachers on how to develop a better self-awareness skills during teaching and learning processes.
3. Workshops, conferences and seminars should be organized periodically to familiarize chemistry teachers with recent research findings that would lead to effective and meaningful teaching and learning
4. Curriculum planners should incorporate contents related to emotional intelligence into the curriculum in order to improved academic performance of students in chemistry.

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