

CLASSROOM ORGANISATION AND LECTURERS' PRODUCTIVITY IN PUBLIC TERTIARY
INSTITUTIONS IN LAGOS STATE, NIGERIA

BY

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Abstract

This paper examined classroom organisation and lecturers' productivity in public tertiary institutions in Lagos State, Nigeria. The study adopted correlation design. The population of the study comprised 3,850 academic staff in the seven public tertiary institutions in Lagos State, Nigeria. Three research questions were raised and three null hypotheses were tested at a 0.05 level of significance. A sample of 1000 respondents was drawn through simple random sampling techniques. Two research instruments titled 'Classroom Organisation Questionnaire' (COQ) and 'Academic Staff Productivity Questionnaire' (ASPQ) were used for data collection. Content validity of the instruments was ensured by test experts and the reliability consistency of the instruments was 0.79 using Cronbach's alpha. The Kendall's tau-b correlation was used to analyse data collected through Statistical Package for Social Science (SPSS) version 23.0. The findings of hypotheses showed that: a significant relationship existed between classroom control and academic staff productivity in public tertiary institutions in Lagos State, Nigeria ($\tau_b = .839$; $N=700$; $p<0.05$); a significant relationship existed between classroom monitoring and academic staff productivity in public tertiary institutions in Lagos State, Nigeria ($\tau_b = .743$; $N=700$; $p<0.05$); and a significant relationship existed classroom organisation and academic staff productivity in public tertiary institutions Lagos State, Nigeria ($\tau_b = .855$; $N=700$; $p>.05$). Based on the findings, it was recommended amongst other that universities, polytechnic and college of education authorities should provide adequate classroom and conducive learning environment for large population of students admitted in order to achieve academic excellence.

Keywords: Classroom, Organisation, Academic staff and Productivity

Introduction

Globally, tertiary education is the education acquired by student after secondary school. According to Shittu, Ajimuse and Idowu (2020), tertiary education is the education given after secondary education either in universities, colleges of education, polytechnics, Monotechnics including those institutions offering correspondence courses. In public tertiary institutions in Nigeria, classroom organisation becomes area of interest for lecturers' due to the large population of students admitted on yearly basis. Perhaps, some general courses require large classroom for conducive learning to take place. The classroom appeared to be an academic room where teaching and learning take-place for knowledge acquisition. The classroom protects learners from the erratic weather condition such as rain, wind, and extreme weather conditions (Agabi, Onyeike and Wali, 2013). The classroom, with the aid of its facilities such as: the writing board, classroom seats and instructional materials, enhances teaching and learning. However, the teachers and the learners have a unique relationship and this relationship is highly determined by their backgrounds and experiences. Nowadays, the classroom remains the physical framework that symbolizes educational pedagogy. It is the main element on which school buildings are projected. Therefore, the university, as a social and cultural space, must adapt to the needs of the students (Mariana-Daniela, Luis, Adoración and Emilio, 2020).

More so, it has been observed that some public tertiary institutions classroom in Nigeria are bedeviled with cubicle structure which create opportunity for students disruptive behaviors such as late coming, making phone call, sleeping, noise making, miscopying of notes, eating, calling of nicknames, verbal or physical threat. These abysmal attitudes turned public university, polytechnic and college of education classroom to be business center where tom, dick and harry converged. The academic staff has some responsibility to manage, monitor and control their classroom with the aim of achieving academic excellence. Classroom

Organisation required the ability of lecturers to monitor, control, coordinate and managed academic activities for the purpose of ensuring orderliness within the classroom. According to Johnston (2020), classroom management is action-oriented and goal-oriented. More so, classroom management requires the management of physical space, time, activities, materials, labour, social relations and behaviour of students (Gordana and Snezana, 2011). Perhaps, classroom organisation involves ability of lecturers' to arranged classroom environment and monitored student behaviour from poor reading, writing and spelling during teaching and learning activities in classroom.

Perhaps, productivity refers to the optimization of input and output of a task toward achieving organisational goals and objectives. Academic staff productivity can be said to be useful results obtained from efforts made by the lecturers to attain educational goals in the university system. Uyeri (2016) posited that productivity is a measure derived by input/output analysis. The extent of lecturers' efficiency, effectiveness and productivity in their teaching and researching responsibility may not be guaranteed in the face of stress which orchestrated with excess workloads. In the educational system, productivity refers to the ratio between the total educational output and the resource inputs utilized in the production process. Productivity is a measure of how well resources such as information, finance, human and physical resources are combining and utilized to accomplish specific and desirable result (Ejiogu in Abdulganiyu, 2015).

Statement of the Problem

Obviously, it has been observed that most classrooms in public tertiary universities bedeviled with overcrowded population of students and especially, the undergraduate lecture room. Although, it is essential for public universities, polytechnics and college of education to admit more students on yearly basis but incidentally, the physical infrastructure available to accommodate students admitted are inadequate which may hinder productivity of academic staff. However, most public tertiary institutions lecturers bedeviled with teaching large number of students in cubicle classroom without public address system; poor internet facilities to conduct online teaching; poor sitting arrangement and conducive learning environment and epileptic power supply which affected lecturer's productivity and quality education delivery.

Objectives of the Study

The purpose of the study was to:

1. determine the relationship between classroom control and lecturers' productivity in public tertiary institutions in Lagos State, Nigeria.
2. determine the relationship between classroom monitoring and lecturers' productivity in public tertiary institutions in Lagos State, Nigeria.
3. investigate the relationship between classroom organisation and lecturers' productivity in public tertiary institutions in Lagos State, Nigeria.

Research Hypotheses

H₀₁: There is no significant relationship between classroom control and lecturers' productivity in public tertiary institutions in Lagos State, Nigeria.

H₀₂: There is no significant relationship between classroom monitoring and lecturers' productivity in public tertiary institutions in Lagos State, Nigeria.

H₀₃: There is no significant relationship between classroom organisation and lecturers' productivity in public tertiary institutions in Lagos State, Nigeria.

Methodology

The research design was correlation. The study population comprised of 3,850 academic staff of seven conventional public tertiary institutions in Lagos State, Nigeria including: University of Lagos (UNILAG), Akoka; Lagos State University (LASU), Ojo; Yaba Technology (YABATECH), Yaba; Lagos State University of Science and Technology (LASUST), Ikorodu; Federal College of Education (FCE), Akoka; and Lagos State University of Education (LASUED), Oto-Ijanikin. The sample size comprised of 700 lecturers was selected through simple random sampling technique. An instrument titled: 'Classroom Organisation Questionnaire' (COQ) and 'Academic Staff Productivity Questionnaire' (ASPQ) were used for data collection. The questionnaires were administered to 700 academic staff selected from seven conventional public tertiary institutions in Lagos State, Nigeria. 100 academic staff were randomly

selected from five faculties from each of the institutions. The questionnaire was divided into two sections: Section A and B. The section A contained personal information of the respondents and section B contained the items structured around the research questions. Each item is measured on a four-point Likert-type-rating scale, namely: “Strongly Agree (SA)”, “Agree (A)”, “Strongly Disagree (SD)” and “Disagree (D)”. The data collected were properly analyzed using Kendall's tau-b correlation coefficient. Content validity of the instruments was ensured by test experts and reliability index of the instrument was persistently determined through Cronbach’s alpha at 0.79 meaning that the instrument was reliable.

Results

Table 1: Kendall's tau-b correlation analysis between classroom control and lecturers’ productivity in public tertiary institutions in Lagos State, Nigeria

Variables	Correlations	
	Classroom_ Control	Lecturers’_Pro ductivity
Classroom _Control	Correlation Coefficient	1.000
	Sig. (2-tailed)	.
	N	700
Kendall's tau_b	Correlation Coefficient	.839
	Sig. (2-tailed)	.003
	N	700

* Correlation was significant at the 0.05 level (2-tailed)*

A Kendall's tau-b correlation was run to investigate the relationship between classroom control and lecturers’ productivity in public tertiary institutions in Lagos State, Nigeria. The result indicated that there was a strong, positive correlation relationship between classroom control and lecturers’ productivity in public tertiary institutions which was statistically significant ($\tau_b = .839$; $N=700$; $p>0.05$). Hence, the hypothesis which stated that “there is no significant relationship between classroom control and lecturers’ productivity in public tertiary institutions in Lagos State, Nigeria is hereby rejected. The p-value of 0.003 is less than 0.05 significant level which indicated the rejection of the null hypothesis. This implied that statistically, significant relationship existed between classroom control and lecturers’ productivity in public tertiary institutions in Lagos State, Nigeria.

Table 2: Kendall's tau-b correlation analysis between classroom monitoring and lecturers’ productivity in public tertiary institutions in Lagos State, Nigeria

Variables	Correlations	
	Classroom_Mo nitoring	Lecturers’_ Productivity
Classroom_Monitoring	Correlation Coefficient	1.000
	Sig. (2-tailed)	.
	N	700
Kendall's tau_b	Correlation Coefficient	.743
	Sig. (2-tailed)	.003
	N	700

* Correlation was significant at the 0.05 level (2-tailed)*

A Kendall's tau-b correlation was run to investigate the relationship between classroom monitoring and lecturers’ productivity in public tertiary institutions in Lagos State, Nigeria. The result indicated that there was a strong, positive correlation relationship between classroom monitoring and lecturers’ productivity in public tertiary institutions which was statistically significant ($\tau_b = .743$; $N=700$; $p>0.05$, 2-tailed). Hence, the hypothesis two which stated that “there is no significant relationship between classroom monitoring and lecturers’ productivity in public tertiary institutions in Lagos State, Nigeria is hereby rejected. The p-value of 0.003 is less than 0.05 significant level which indicated the rejection of the null hypothesis. This implied that statistically, significant relationship existed between classroom monitoring and lecturers’ productivity in public tertiary institutions in Lagos State, Nigeria.

Table 3: Kendall's tau-b correlation analysis between classroom organisation and lecturers' productivity in public tertiary institutions in Lagos State, Nigeria

Variables	Correlations		Classroom_Or ganisation	Lecturers'_ Productivity
Kendall's tau-b	Classroom_Organisation	Correlation Coefficient	1.000	.855
		Sig. (2-tailed)	.	.003
		N	700	700
	Lecturers'_ Productivity	Correlation Coefficient	.855	1.000
		Sig. (2-tailed)	.003	.
		N	700	700

* Correlation was significant at the 0.05 level (2-tailed)*

A Kendall's tau-b correlation was run to investigate the relationship between classroom organisation and lecturers' productivity in public tertiary institutions in Lagos State, Nigeria. The result indicated that there was a significant relationship between classroom organisation and lecturers' productivity which was statistically significant ($\tau_b = .855$; $N=700$; $p>0.05$, 2-tailed). Hence, the hypothesis three which stated that "there is no significant relationship between classroom organisation and lecturers' productivity in Lagos State, Nigeria is hereby rejected. The p-value of 0.003 is less than 0.05 significant level which indicated the rejection of the null hypothesis. This implied that statistically, significant relationship existed between classroom organisation and lecturers' productivity in Lagos State, Nigeria.

Discussion

The hypothesis which stated that "there is no significant relationship between classroom control and lecturers' productivity in public tertiary institutions in Lagos State, Nigeria is hereby rejected. The p-value of 0.003 is less than 0.05 significant level which indicated the rejection of the null hypothesis. This implied that statistically, significant relationship existed between classroom control and lecturers' productivity in public tertiary institutions in Lagos State, Nigeria. Moreover, the hypothesis two which stated that "there is no significant relationship between classroom monitoring and lecturers' productivity in public tertiary institutions in Lagos State, Nigeria is hereby rejected.

The p-value of 0.003 is less than 0.05 significant level which indicated the rejection of the null hypothesis. This implied that statistically, significant relationship existed between classroom monitoring and lecturers' productivity in public tertiary institutions in Lagos State, Nigeria. This finding is in line with in line with the view of Akpomi and Amesi (2013), portrayed that many teachers are not knowledgeable about classroom management, hence teachers today teach while students are not paying attention nor concentrating in the lessons. More so, the hypothesis three which stated that "there is no significant relationship between classroom organisation and lecturers' productivity in Lagos State, Nigeria is hereby rejected. The p-value of 0.003 is less than 0.05 significant level which indicated the rejection of the null hypothesis. This implied that statistically, significant relationship existed between classroom organisation and lecturers' productivity in Lagos State, Nigeria. This finding is in line with the study of little and Akinlittle (2008) in Menenu (2018) demonstrate that wide range of teachers uses rules, procedures and consequences in managing the classroom.

Conclusion

The classroom is an academic theatre where teaching and learning take-place between students and teachers for the purpose of achieving academic excellence. The teachers and learners must be well organised in classroom with mutual understanding toward achieving educational goals and objectives. The classroom organisation refers to ability of teacher to control, monitor, coordinate and conduct behaviour of student within the classroom toward achieving educational goals and objectives. The objective of the study was to determine effectiveness and efficiency of academic staff in the classroom through monitoring and coordination of students in public tertiary institutions. The study concluded that classroom can be properly organized if lecturers' organized, monitored and controlled their classroom for effective and efficient teaching and learning. Therefore, public tertiary institution in Nigeria are in need professional academic staff that would monitor, controlled, organized, coordinate and direct the conduct of students toward achieving educational objective.

Recommendations

Based on the findings, the following recommendations were made:

1. The management of public tertiary institutions should provide adequate lecture room for student to achieve academic excellence.
2. Tertiary institution council or board should ensure that a comfortable student-lecturer ration policy is well implemented in order to ensure parity productivity.
3. Academic staff should adopt strategies for sitting arrangement, discipline, controlled and conduct behaviour of student activities within classrooms.

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