

IMPACT OF THE MANAGEMENT OF INCLUSIVE EDUCATION IN THE CLASSROOM ON ACADEMIC ACHIEVEMENT OF PUPILS IN BWARI AREA COUNCIL OF ABUJA, NIGERIA

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Abstract

The purpose of this study was to investigate Impact of the Management of inclusive education in the classroom on academic achievement of pupils in Bwari Area Council of Abuja, Nigeria. Specifically, the study was designed to investigate the influence of congested classroom management on pupils' academic achievement in Bwari Area council, Abuja, Nigeria. Descriptive survey research design was used in the study. Two research questions were raised and answered in the study as well translated into hypotheses. The sample for the study was 250 teachers selected from five primary schools in Bwari Area council, Abuja, Nigeria. Simple random sampling technique was used to select the respondents. The instrument used for data collection was structure questionnaire named: Classroom Management and Pupils' Academic Achievement (CMPAA).The data obtained was analyzed using mean and standard deviation. The results showed that congested classroom management has a significant influence on academic achievement of pupils in Bwari. The study concluded that a well-organized and managed classroom setting enhances pupils learning and effective academic achievement. The study recommended that State government should make provision for construction of more classrooms to make adequate provision for accommodation of the pupils.

Key words; Classroom Management, Academic Achievement, Inclusive Education

Introduction

The term inclusive education can be seen as a system of educating all categories of learners under one teacher in a normal classrooms situation. This is when all pupils despite the consequences of any challenges they may have are placed in age-appropriate general education classes in their own neighborhood schools to receive high quality instructions, interactions and supports that enable them to meet success in the core curriculum (Udoba, 2014). In this system of education, the teacher has a lot to do because he would be dealing with different groups of learners which include normal pupils and those with disabilities.

The teacher has to recognize and understand their differences and diversity which includes physical cognitive, academic social and emotional (Obasanjo, 2015). Inclusive education ideology therefore beliefs in the individual differences that exist among pupils and perhaps the school and education system must change towards meeting these differences and the attendant challenges. Idienumah (2017), consider educators to be a key force in determining the quality of inclusive education. Therefore it is without doubt that they can if given support to manage inclusive classrooms. Educators as key figures in the successful implementation of an inclusive educational policy and their competencies in this field are of utmost importance. Furthermore, Ojoawo (2019), emphasized that the effective implementation of inclusive education depends on the high quality of professional preparation of teachers in all levels to equip them and update their knowledge in handling mixed ability groups. This indicates that experts are needed in

handling inclusive classes if they want the learners in this system to benefit maximally irrespective of their condition.

It is in line with this philosophy that the National Policy on Education (2014) provides that children irrespective of their physical, sensory mental, psychological or emotional disabilities must be provided for with quality education in an inclusive environment. The Universal Basic Education Act 2014 also provided a framework to support the idea of equal education for all through the inclusive practice by stipulating the nine year compulsory Universal Basic Education for all children in primary and junior secondary school levels in Nigeria.

On the contrary, in most of the public primary schools in Bwari Area Council, the teachers are not well trained in handling inclusive classes despite the fact that there is different category of pupils with different challenges which relates to either learning disabilities or handicapping conditions.

These teachers continue to handle their classes like that which put those with disabilities at disadvantage. Previous administrations both at state and national levels used to organized workshops and retraining for primary school teachers on how to adopt modern ways in handling their classes, but very few or in some cases none has been organized on inclusive education (Wilford, 2016). This shows that inclusive education is neglected and the teachers are left to decide on whatever means possible they think is the best for them to handle learners who are of different back ground and abilities.

Fabunmi (2020). observed that despite many efforts being put forth for the successful implementation of inclusive education in primary schools in Swaziland, there are still numerous challenges faced in the implementation of the programme. Many teachers find it difficult to implement inclusive education because of various reasons. Some of the problems or challenges faced by teachers may inclusive sudden increase in pupils' environment which results from admitting both normal and exceptional pupils. It is also doubtful if the teachers and their schools are prepared in terms of trainee teachers to handle the programme and the facilities to accommodate the learners. These and many more are some of the reasons why the researchers decided to investigate the challenges encountered by teachers in managing inclusive classrooms and its influence on the academic achievement of pupils in Bwari Area council, Abuja, Nigeria.

Purpose of the Study

The purpose of this study was to investigate classroom management and its influence on the academic achievement of pupils. Specific objectives include to;

- i. Determine the influence of congested classroom management on pupils' academic achievement.
- ii. Determine the influence of teachers' managerial competency on pupils' academic achievement.

Research Questions

- i. What is the influence of congested classroom management on pupils' academic Achievement?
- ii. What is the influence of teachers' managerial competence on pupils' academic achievement?

Research Hypotheses

- i. Congested classroom management has no significance influence on pupils’ academic achievement.
- ii. Teachers’ managerial competency has no significant influence on pupils’ academic achievement.

Methods

The study adopted descriptive survey research design. The population comprised all the public primary school teachers in Bwari Area council, Abuja, Nigeria. The teachers’ population as at 2022/2023 academic session stands at 1250 in the study area. The sample for this study was 250 teachers selected from 5 public primary schools in Bwari Area council, Abuja, Nigeria. The sampled teachers were selected using Simple random sampling technique.

The instrument used for data collection was a structure questionnaire named, Classroom Management and Pupils Academic Achievement for Teachers (CMPAAT).The questionnaire contained two sections. The question contains 10 items; 1-5 addressed congested classroom management on pupils’ academic achievement. While 6-10 addresses teacher’s managerial competency on pupils’ academic achievement. Students’ report cards were used to check their academic achievement in 2022/2023.

Mean and standard deviation were used in answering the research questions raised while t-test statistic was used to test the hypotheses at the 0.05 level of significance. All analysis was done using SPSS application. For mean values below 3.00, such were considered low while those above 3.00 were considered high. As for the test of hypotheses, the p-values obtained from SPSS (Statistical Package for Social Sciences) was used to compare the level of significance at 0.05. Where the p-values are found to be less than 0.05 level of significance, the hypotheses are rejected while in cases where the p-values are above 0.05 level of significance, they are accepted.

Results

Research Questions

Research Question 1: what is the influence of congested classroom management on pupils’ academic achievement in Bwari Area Council?

In response to research question 1, mean and standard deviation was used to answer items 1 to 5 on the questionnaire:

Table 1: Influence of congested classroom management on pupils’ academic achievement in Bwari Area Council.

ITEM	Sample Size	SA	A	SD	D	Mean	StdDev
1. My class is too congested and this explains why some pupils perform poorly.	250	65	50	42	71	3.26	0.78
2. The congestion in	250	60	62	38	50	3.12	0.82

my classroom makes it too rowdy for pupils to learn better.							
3. The level of congestion in my class results in noise thereby distracting pupils from learning better.	250	72	55	48	44	3.37	0.84
4. Congestion of pupils in my class makes them sit uncomfortably while writing tests and examination.	250	45	80	36	59	3.20	0.83
5. The congestion in my class sometimes makes pupils too tired to learn.	250	70	66	40	25	3.33	0.84
Grand mean						3.26	

Table 1 shows the influence of congested classroom management on pupils' academic achievement in Bwari area council. The sample size was given as 250. The mean values for items 1 to 5 were given as 3.26, 3.2, 3.37, 3.20 and 3.33 respectively while the grand mean is given as 3.26. This value is above the scale mean value of 3.00. Hence, congested classroom management has a positively high influence on pupils' academic achievement in Bwari area council.

Research Question 2: what is the influence of teachers' classroom managerial competency on pupils' academic achievement in Bwari area council?

In response to research question 2, mean and standard deviation was used to answer items 6 to 10 on the questionnaire:

Table 2: Influence of teachers’ classroom managerial competency on pupils’ academic achievement in Bwari area council

	ITEMS	Sample Size	SA	SD	D	Mean	StdDev
6	I can hardly control stubborn pupils and for this reason they perform poorly.	250	42	50	65	71	3.08 0.78
7	Pupils’ movement is well controlled in my class and this explains why students perform well.	250	60	40	38	50	3.60 0.89
8	I call my pupils by their names and this explains why I get their attention during instruction.	250	72	31	48	44	3.08 0.84
9	Pupils in my class are always attentive during instruction and this explains why they perform better.	250	30	80	36	59	2.96 0.83
10	I use teaching methods and technique that enhance pupils’ learning.	250	70	49	40	25	3.13 1.02
	Grand		Mean				3.17

Table 2 shows the influence of teachers’ classroom managerial competency on pupils’ academic achievement in Bwari area council. The sample size was given as 250. The mean values for items 6 to 10 were given as 3.08, 3.60, 3.08, 2.96 and 3.13 respectively while the grand mean is given as 3.17. This value is above the scale mean value of 3.00. Hence, Teachers classroom managerial competency has a positively high influence on pupils’ academic achievement in Bwari area council.

Hypotheses Testing

Hypothesis 1: Congested Classroom Management has no significant Influence on Pupils Academic Achievement in Bwari area council.

Table 3: Table1: showing the influence of congested classroom management on pupils academic achievement in Bwari area council

S/N	Variables dev	N	df	Mean	Std	t-cal	p-value	Decision
1	Congested Classroom Management	250		3.26	0.82	3.304	0.009	significant
2	Academic Achievement	250		3.28	0.84			

Based on table 3, hypothesis 1 was tested at the 0.05 level of significance by comparing the p-value of t- test with the 0.05 significance level using SPSS application. The mean values for congested classroom management and academic achievement were given as 3.26 and 3.28 respectively. From the table, it is observed that the p-value is 0.009. Since the p-value is less than 0.05 significance level, the hypothesis 1 is rejected implying that congested classroom management has a significant influence on pupil’s academic achievement in Bwari area council.

Hypothesis 2: Teachers’ managerial competency has no significance influence on pupils’ academic achievement in Bwari area council

Table 4: Table1: T-test showing Influence of Teachers’ Managerial Competency on Pupils Academic Achievement in Bwari area council

S/N	Variables dev	N	Df	Mean	Std	t-cal	p-value	Decision
1	Teachers’ Managerial Competency	250	9	3.17	0.87	0.607	0.03	significant
2	Academic Achievement	250		3.19				

Based on table 4, hypothesis 2 was tested at the 0.05 level of significance by comparing the p-value of t- test with the 0.05 significance level using SPSS application. The mean values for congested classroom management and academic achievement were given as 3.17 and 3.19 respectively. From the table, it is observed that the p-value is 0.03. Since the p-value is less than 0.05 significance level, the hypothesis 2 is rejected implying that teachers’ managerial competency has a significant influence on pupils’ academic achievement in Bwari area council.

Discussion of Findings

The result of the first research question revealed that congested classroom management has a significant influence on pupils’ academic achievement in Bwari area council. In line with this finding, empirical study (Udoba, 2014) reported that schools with low pupils-classroom-space achieve higher in academics than their congested counterparts. Primary education in the country and in Bwari in particular is poorly funded; hence most of the primary schools experience classroom congestion, low pupils-classroom-space and low classroom utilization

rates (Udoba, 2014). These situations affect pupils' academic achievement adversely; hence this sought to establish the extent to which the selected classroom factors determined pupils' academic achievement Bwari area council Abuja, Nigeria. The large number of pupils passing through the primary school system in Bwari is a serious problem, particularly with the area council's inability to provide adequately furnished classrooms. The National policy on Education prescribed a maximum of 30 students in a class, but in most primary schools in the area council average class size exceeds 50. The situation has negative impact on the average classroom- space per student. Yet, these pupils need to learn in comfort.

Obasanjo (2015) made a major issue of infant class sizes in his election manifesto; reducing infant class sizes to a maximum of 30 was one of its most widely touted pledges, both in its election manifesto and during his first term in office. Research evidence shows the importance of class size for younger children. Class size is an important factor in relation to academic achievement of pupils. There is a consensus among various researchers and educationists that, the lower the class size or teacher-pupil ratio, since pupils' achievement decreases as class size increases. Many studies have pointed out the significance of teacher pupil ratio to cognitive learning in the school (Idienumah, 2017; Ojoawo, 2019; Fabunmi 2020). The National policy on Education (1981) recommended that the teacher-pupil ratio should be 1:35.

The result of the second research question revealed that Teachers' managerial competency has a significant influence on pupils' academic achievement in Bwari area council. In relation with this study, Ascione (2012) stated that teachers' classroom management has significance impact on pupils learning of any subject in both primary and secondary schools. The characteristics of an effective classroom manger are clear even somewhat intuited, good classroom mangers are teachers who understand and use specific techniques awareness and techniques it change teacher and pupils behaviour positively. Wilford (2016), observed that competent teachers create and maintain classroom discipline as part of their managerial skills aimed at setting the pupils foots on a sound academic ground in order to promote their learning outcome. It was also stated by some scholars that competent teachers use effective classroom management techniques in order to improve their pupils' academic achievement than inexperience teachers who don't use better techniques and approaches in teaching. Pan (2017) stated that a well managed classroom provided an environment in which teaching and learning flourish but a disorganized classroom setting alter failure among teachers and the pupils it is expected that teachers are expected to have positive attitude toward their teaching subject and allow pupilsto have varieties and confidence to asked questions in class to widen their scope.

Implication for Inclusive Education

Teaching is a complex profession requiring teachers to be effective in implementing and maintaining order while delivering instruction. Poor classroom management often leads to misbehaviors which interfere with teaching and learning, and produces tremendous stress. Although the importance of effective classroom organization and management is widely acknowledged by educators in the 21st century. Classroom management has by law become inclusive, typically comprised of general education and special needs students. Included students are those who present with mild to moderate learning and behavioral challenges. They add another layer of complexity to classroom management, requiring teachers to be highly structured, consistent and reinforcing. Teacher fidelity to behavioral expectations that have been established for the classroom is essential. Classroom management is a great concern for teachers, and schools are expected to provide a safe, orderly environment and that teachers are liable for students' academic achievement. Classroom management is perceived to be dynamic

and essential for academic success, therefore “creating the best learning environment possible is the primary focus of the classroom teacher’s responsibility.

Conclusion

The study concluded that a well organized and manage classroom setting enhance pupils learning and good academic achievement. This means that the government and other relevant stakeholders should be able to provide adequate furnished classrooms to enhance learning out come.

The study also concluded that teachers’ competency is a powerful tool that boosts the teachers’ managerial effectiveness technique. This means that individual teacher who is competent should understand when to put his experience to play in order to reap his managerial goals.

Recommendations

Based on the findings of this study, the following recommendations were made as:

- 1) State government should provide more educational materials and adequate funds for construction of more classrooms for effective teaching and learning.
- 2) Training and retraining of Teachers should be encouraged in order to expose teachers to trends in classroom management.

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