Evaluation of Classroom Management Challenges in Business Education Post-Graduate Programme in Online Teaching/Learning Platforms in Rivers State Universities

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ABSTRACT

The study examined Evaluation of classroom management challenges in Business Education post graduate programme in online teaching/learning platforms in Rivers State Universities in Rivers State Universities. An evaluation research design was used, with a population of ninety two (92) Postgraduate students. No sampling technique was used since the entire population was adopted for this study; the study was guided by two research questions and two null hypotheses. The researcher designed a self—structured questionnaire titled "Evaluation of Classroom Management Challenges in Business Education Post Graduate Programme in online Teaching Platforms Questionnaire (EOCMCIBPPIOTPQ)"was used for data collection. Two experts in Business Education and one in Measurement and Evaluation. The internal consistency of the instrument was established using Cronbach's alpha which yielded a reliability coefficient of 0.79 which indicated that the instrument is reliable. Research questions were answered using mean and standard deviation, while the null hypotheses were tested at 0.05 significance level using t-test statistics. The study revealed among others that time management and technical issues, poor disciplinary attitude of students, faulty and problematic devices, background noise from the ends of students, private chat among students during class and chatting with family members during classroom instruction constituted classroom management challenges among post graduate Business Education students in Rivers State Universities, that RSU and IAUE students did not differ significantly in their mean response with regards to the challenges experienced in online classroom management; that poor network coverage, teacher's lack of relevant experience leading to technical challenges, overprotection of students by parents, classroom teaching to electronic teaching, inadequate digital literacy level of some students and lecturers excessive cost and non-availability of quality accessories, resistance to change from traditional are among the factors that promote the challenges of online classroom management among post-graduate Business Education students in Rivers State Universities and in the same vein, no significant difference exists between the mean responses of RSU and IAUE students on the factors that promote the challenges of online classroom management in Rivers state universities. The researcher recommended among others that number of users of network server should be controlled to avoid overcrowding. Access should be given to a specific number of students at a given time. Students should ensure that they locate an area where there is enough network coverage in order for them to adequately and fully participate in the online lectures. Lecturers should be given in-service training on the use of ICT for teaching and learning. This will definitely help to ensure that orderliness and decorum is maintained in the classroom thus enhancing productive teaching and learning.

Key Words: Classroom management, Learning, Online learning platforms, Business Education

INTRODUCTION

Learning is seen as an ending process acquiring essential skills as long human exist. Learning could be perceived as a positive change in behaviour as a result of a particular learning experience. The cognitive theorists believe that learning is managed by the brain. The brain performs a mediating role between an event and how individuals react to it. For the stimulus-response theorists like Jean Piaget, learning is related to connecting. He believes that any event that makes impression on the senses and evoke response to the stimulus of that event will lead to learning (a change in behaviour). In the view of Koko (2015), learning can be seen as the process of gaining the subject matter and habit, attitudes, perceptions, preferences, interests, social adjustment, skills and ideals. In a Similar vein, Panthi (2019), Nayak (2018) and Ohochukwu (2019) agreed that learning is a life-long process of acquiring skills and knowledge (whether bad or good) through interactions until death.

Learning could be perceived as the process of acquiring essential knowledge or improving on the existing one through organized or unorganized methods of instruction (Ozioma, 2018). Online learning is known for its confortable nature makingteaching process easier even when a substantial amount of instruction is offered by somebody far from the students. Online learning is an open access learning that facilitates independent learning that

is achievable (Perraton, Creed & Robinson as cited in Ezeabii, Ile &Ezugwu 2019). Online learning technologies offer learners control over content, learning sequence, pace of learning, time and often media, and allow them to tailor their experiences to meet their personal learning objectives. Consequently, Business Educators can use online learning to improve the efficiency and effectiveness of Business Education programme in the face of social, scientific, natural and pedagogical challenges (Oloja, Adewunmi&Ajisola, 2012).

Online learning also known as electronic learning is seen as a structured mode of distance learning. It is referred to as the use of electronic applications and processes to learn especially beyond the classroom setting. Online learning applications and processes includes; web-based learning, computer based learning, virtual classroom and digital collaborations. Instructional contents in the online learning approaches are delivered through the Internet, Satellite, Television, Extranet, Intranet and CD-ROM with multimedia capacities. One of the indicators of online learning is the use of electronic machines and media to facilitate learning (Ezeabii, Ile &Ezugwu, 2019). Online learning is the application of the internet to support knowledge using holistic approach which may not be limited to a particular course (Nwafor&Abuka, 2015). Thus, online learning which is meant to be interactive can also bring about an effective communication system between the lecturers and students; students and fellow students (Babalola, Dambo&Bupo, 2019). Online learning platforms could be regarded as those interactive ICT media via which computer to computer connections are made possible anywhere in the world through the use of dedicated routers and servers which enable two or more computers connected over the internet to send and receive all kinds of information from two or more individuals.

Online learning platforms could be regarded as global computer networks that provide plethora of information and communication facilities, consisting of interconnected networks using standardized communication protocol (Business Dictionary, 2016). According to Sclater (2010), online learning platforms could be seen as a metaphor, consists of applications, infrastructures and networking. Online platforms could be described as those information and communication networking sites that supports and promotes learning and teaching with its procedural nature that is predicated on affecting the construction of knowledge with reference to individual experience, practice and knowledge to the learner (Otuka, 2010). Online learning platforms like the zoom cloud meeting online learning platforms if properly harnessed, can further advance the implementation of core Business Education objectives which in the view of Akpan (2014) is an aspect of vocational education and learning that relates business and its environment systematically.

Business Education is a career undertaken and focused on one or more cognate fields classified as education. It is also an educational process or context which has its primary aim at preparing the individual for a role in enterprise such as; employees, entrepreneurs, employers or simply self-employed; Business Education programme is guided by a standard designed curriculum (Akpan, 2014). Business Education according to Ezenwafor, Okoli and Obi (2014), must also provide knowledge about general business activities in the society as well as knowledge, attitude and skills for effective participation in such activities as producers and consumers. Okafor, AwakandJah (2019) observed that business education plays a pivotal role in preparing students to become responsible citizens, capable of making state economic decisions that will benefit their personal and professional lives. They further noted that Business Education provides a solid educational foundation for students who want to successfully complete their business education programme which will enable them to be versatile in the business world. Business Education produces responsible, productive and self-reliant citizens.

Ekwue, Udemba and Ojuro (2019) posited that Business Education is an educational programme that prepares students for entry into and advancement in jobs within business and prepares them to handle their own business affairs to function intelligently as consumers and citizens in a business economy. Consequently, Onyesome and Okolocha (2013) saw Business Education as an intellectual and vocational preparation of students for earning a living in the contemporary industrial and business environment.

Teaching and learning of Business Education can be actualized through the use of online learning platforms. But it is worthy of note that the realization of the established core objectives of Business Education programme through online teaching and learning could be cumbersome to realize if issues and challenges pertaining to online classroom management are not properly and adequately addressed or contained. Classroom management is an emerging issue in the online learning and teaching process as it is being practiced today.

Boardman and Vittone (2018) define classroom management strategies as the methods and processes through which teachers control their classroom environment so that students learning prevail, because student misbehavior is effectively minimized and redirected.Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive on task, and academically productive during class. That is to say that there appears to be a direct link between effective teaching, learning outcome and classroom management. If classroom is adequately managed, it leads to classroom control. Classroom management problems can be overcome by being prepared for class, motivating the students, providing a comfortable learning environment, building students esteem, being creative and imaginative in daily lessons.

Contemporary trends in the educational process have revealed certain classroom management challenges emanating from online teaching and learning Business Education. These challenges come in the aspect of the perceived inability of the students to purchase data in order to actively participate in the teaching and learning process. Other observed challenges include; poor classroom discipline of students, distractions emanating from background noise, abrupt termination of meeting due to technical hitches, poor electricity supply, lack of funds for procurement of android smart phones, inadequate training of lecturers on the functionality and nitty-gritty of zoom cloud meeting platform. Some other challenges of using online learning platform that are predicated on pedagogy are; resistance or unwillingness to change from traditional classroom methods of teaching to electronic methods of teaching

and learning, lack of technical support, inadequate ICT skills for online learning, teachers' nonchalant attitude towards the use of new technological approaches to teaching and learning. Amesi and Akpomi (2013) mentioned the tendency of 'avoiding technology for technology sake' as another focal challenge to the use of online platforms by Business Education students for online learning.

Sometimes online lessons are being hindered by some technological difficulties that may emanate from the insufficiency of bandwidth. The insufficiency of bandwidth makes the sound to drop in and out, compelling students and lecturers to ask each other to repeat themselves. However, as a way of containing some of these technical hitches, lecturers need to plan for the learning curve required for students to use online platforms effectively as assumptions that the students are technology savvy just because they can use smart-phone is erroneous. Downtime is another challenging factor that should be considered when preparing for teaching through online teaching as students join and leave the meeting at different times making the lecturer to spend greater part of the meeting accepting students. Technological distractions is another problem for students that can be occasioned by online learning. Since the lecturers cannot see the screen of their students unless they share them with the class students tends to visit other web pages simultaneously while the class is ongoing. Some students even tend to turn off their video camera while they carry on with other activities not related to the lesson of the day simultaneously in their background (Hagler, 2019).

Statement of the Problem

One of the core focuses of every teaching and learning process via online learning platforms is to create a classroom learning environment where every student can actively participate in the teaching and learning process despite their distant, for the purpose of actualizing educational objectives. Despite the objectives of teaching and learning through online learning platforms, experience has shown that the processes are usually being stifled by some incredible online classroom management challenges and issues like network failure and noise background during the classes which is a thing a of great concern to the institutions and the learner. Experience has further shown that some students end the class without achieving the specified instructional objectives of the day's lesson; others get distracted by noise background, while some others get frustrated amidst all these. It is based on the above reasons the researcher intends to investigate the perceived challenges of classroom management as it affects Business Education post-graduate students in online learning platforms in Rives State Universities.

Purpose of the Study

The purpose of the study was to evaluate the classroom managementchallenges in Business Education post-graduate programme in online teaching/learning platforms in Rivers State Universities. In specifically the study sought to;
1. Determine how network failure challenges of classroom management in Business Education post-graduate programme in   online teaching/learning platforms in Rivers State Universities.
2. Determine how background noise challenges online classroom management in Business Education post-graduate programme in teaching/learning in Rivers State Universities.

Research Questions

The following research questions guided the study;
1. How can network failure challenge classroom management in Business Education post-graduate programme in online teaching/learning platforms in Rivers State Universities?
2. How can background noise challenge online classroom management in Business Education post-graduate programme in teaching/learning platforms in Rivers State Universities?

Hypotheses

The following hypotheses were tested at 0.05 levels of significance;
1. There is no significant difference in the mean responses of RSU and IAUE students in Rivers State Universities on how network failure challenge classroom management in Business Education post-graduate programme in online teaching/learning platforms in Rivers State Universities.
2. There is no significant difference in the means responses of RSU and IAUE students in Rivers State University on how background noise challenge online classroom management in Business Education post-graduate programme in teaching/learning platforms in Rivers State Universities.

METHODOLOGY

The research design used for the study was a descriptive evaluation research design. The population of the study which also forms the sample size since it is manageable is the 92 post graduate business education students from the 2020/2021 academic session in Rivers State Universities which consists of 62M.Ed/MSc and 30 PhD students. (Sourced from the Departmental Post-Graduate coordinator, 2021). Two experts in the fields of business education and one from measurement and evaluation carried out a face and content validation of the research instrument, which was designed by the researcher and titled: "Evaluation of Classroom Management Challenges in Business Education Post Graduate Programme in online Teaching Platforms Questionnaire (EOCMCIBPPIOTPQ)". The internal consistency of the instrument was established using Cronbach's alpha and it yielded a reliability coefficient of 0.79. Out of a total number of 92 copies of questionnaire instruments administered, 92 were retrieved by the researcher, giving a retrieval rate of 100%. Mean and Standard deviation were used to answer the research questions, while null hypotheses were tested at 0.05 significance level, using t-test statistics. A mean score equal to or above 2.50 was accepted otherwise, rejected; while a null hypothesis was accepted if the z-critical was greater than the z-calculated and rejected if the reverse holds.

RESULTS

Research Question 1: How can network failure challenge classroom management in Business Education post-graduate programme in online teaching/learning platforms in Rivers State Universities?

Table 1:   **Mean Responses of Postgraduate Students on how Network Failure Challenge Classroom Management in Business Education Postgraduate Programmein Online Teaching/Learning Platforms in Rivers State Universities.**

S/N	Questionnaire Items	RSU (N=43)			IAUE (N=49)		
		$\overline{X}_1$	SD	RMKS	$\overline{X}_2$	SD	RMKS
1.	High time demand due to poor network coverage	3.31	0.17	Accepted	3.40	0.50	Accepted
2.	Overcrowded users of server	3.54	0.13	Accepted	3.60	0.19	Accepted
3.	Teachers lack of relevant experience leading to technical challenges	3.11	0.48	Accepted	3.15	0.31	Accepted
4.	Excessive cost and non-availability of quality accessories	3.76	0.45	Accepted	3.57	0.42	Accepted
5.	Resistance to change from traditional classroom teaching to electronic teaching	3.33	0.57	Accepted	3.63	0.33	Accepted
	Grand Mean/SD	**3.41**	**0.36**	**Accepted**	**3.47**	**0.35**	**Accepted**

Source: (Field Survey, 2022)

The data presented in table 1 shows the challenges of classroom management in Business Education post-graduate programme in online teaching/learning platforms in Rivers State Universities. The respondents from both groups strongly agreed with all the items with the mean scores ranging from 3.41 to 3.47. This means that high time demand and technical issues, poor disciplinary attitude of students, high cost, resistance from traditional method, overcrowded users, poor network are among challenges students face during online classes in Rivers State Universities.

Research Question 2: How can background noise challenge online classroom management in Business Education post-graduate programme in teaching/learning platforms in Rivers State Universities?

Table 2: **Mean Responses of Postgraduate Students of Rivers State University on how Background Noise Challenge Online Classroom Management in Business Education Postgraduate programme in Teaching/Learning Platforms in Rivers State Universities**

S/N	Questionnaire Items	RSU (N=43)			IAUE (N=49)		
		$\overline{X}_1$	SD	RMKS	$\overline{X}_2$	SD	RMKS
1.	Students discussing with family members with their videos on during classroom instruction	3.18	0.25	Accepted	3.32	0.40	Accepted
2.	Time management issues due to classroom disruption	3.65	0.33	Accepted	3.70	0.53	Accepted
3.	Vital instruction are not heard at times because of noise from the end of the students	3.25	0.38	Accepted	3.44	0.23	Accepted
4.	Poor disciplinary attitude of students during on line classes	3.45	0.40	Accepted	3.33	0.55	Accepted
5.	Lesson contents are not covered due to distraction caused by the background noise	3.85	0.20	Accepted	3.52	0.33	Accepted
	Grand Mean/SD	**3.48**	**0.31**	**Accepted**	**3.46**	**0.41**	**Accepted**

Source: (Field Survey, 2022)

The data presented in table 1 shows the background noise challenge of classroom management in Business Education post-graduate programme in online teaching/learning platforms in Rivers State Universities. The respondents from both groups strongly agreed with all the items with the mean scores ranging from 3.48 to 3.86. This means that time management and technical issues, poor disciplinary attitude of students, faulty and problematic devices, Lesson contents are not covered due to distraction, private chat among students during class and chatting with family members during classroom instruction are background noise challenges in post-graduate Business Education programme in Rivers State Universities.

Hypotheses

Hypothesis 1: There is no significant difference in the mean responses of RSU and IAUE students in Rivers State Universities on how network failure challenge classroom management in Business Education post-graduate programme in online teaching/learning platforms in Rivers State Universities.

Table 3: **Summary of t-test Analysis on how Network Failure Challenge Classroom Management in Business Education Postgraduate Programmein Online Teaching/Learning Platforms in Rivers State Universities**

Groups	N	Mean	Sd	df	P. Value	Std Error	t-cal.	t-crit.	Decision
RSU	43	3.41	0.36						
				90	0.05	0.08	0.68	1.660	Accepted
IAUE	49	3.47	0.35						

Source: Research Data (2022)

From table 3 above, it is observed that the calculated t-value of 0.68was below the critical t-value of 1.660 at 0.05 levels of significance. Hence, the null hypothesis was accepted meaning that there is no significant difference in the mean responses of RSU and IAUE students in Rivers State Universities on how network failure challenge classroom management in Business Education post-graduate programme in online teaching/learning platforms in Rivers State Universities.

Hypothesis 2: There is no significant difference in the means responses of RSU and IAUE students in Rivers State University on how background noise challenge online classroom management in Business Education post-graduate programme in teaching/learning platforms in Rivers State Universities.

Table 4: **Summary of t-test Analysis on the how Background Noise Challenge Online Classroom Management in Business Education Postgraduate Programmein Teaching/Learning Platforms in Rivers State Universities.**

Groups	N	Mean	SD	df	P. value	Std Error	t-cal.	t-crit.	Decision
RSU	43	3.48	0.31						
				90	0.05	0.09	0. 22	1.660	Accepted
IAUE	49	3.46	0.41						

Source: Research Data (2022)

From table 4 above, it is observed that the calculated t-value of 0.22 was below the critical t-value of 1.660 at 0.05 levels of significance, hence, the null hypothesis was accepted meaning that there is no significant difference in the mean responses of RSU and IAUE students in Rivers State University on how background noise challenge online classroom management in Business Education post-graduate programme in teaching/learning platforms in Rivers State Universities.

Discussion

The data presented in table 1 revealed the network failure challenges classroom management in Business Education post-graduate programme in online teaching/learning platforms in Rivers State Universities. The respondents from both groups strongly agreed to all the items with the mean scores ranging from 3.41 to 3.47. Secondly, the t-test analyses also showed that RSU and IAUE students did not differ significantly in their mean response with regards to the challenges experienced in online classroom management thattime management and technical issues, poor disciplinary attitude of students, faulty and problematic devices, Lesson contents are not covered due to distraction, private chat among students during class and chatting with family members during classroom instruction are background noise challenges in post-graduate Business Education programme in Rivers State Universities. The result is in agreement with the findings of Hagler (2019) who observed that one of the major challenges of online classroom management is that some students turn off their video camera while they carry on with other activities not related to the lesson of the day while classes are in progress or due to network failure.

Furthermore, the study revealed that, time management and technical issues, poor disciplinary attitude of students, faulty and problematic devices, Lesson contents are not covered due to distraction, private chat among students during class and chatting with family members during classroom instruction are background noise challenges in post-graduate Business Education programme in Rivers State Universities. These findings are agreement with the result of Akpomi and Amesi (2013) who considered the tendency of 'avoiding technology for technology sake' as a focal factor that tend to promote online classroom management challenge.

Conclusion

Based on the findings made in the study, the researcher concludes that the irregular attendance to classes by both students and lecturers, and the eventual poor performances in the subsequent exams were results of the numerous challenges encountered in course of implementing the online teaching and learning. It was also concluded that online classroom management challenges are promoted by different factors which ranges from poor network coverage, inadequate funding, inability to cover enough lesson contents, to poor digital literacy level of students and insufficient time for scheduled meetings.

Recommendations

Based on the findings made, the researcher recommends that;
1. Number of users of network server should be controlled to avoid overcrowdingwhile access should be given to a specific number of students at a given time.
2. Students should ensure that they locate an area where there is sufficient network coverage in order for them to adequately and fully participate in the online lectures.
3. Lecturers should be given in-service training on the use of ICT for teaching and learning.

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