Teachers' Perception of Classroom Lesson Hour in Secondary Schools in Ilorin South Local Government, Kwara State

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Abstract

This study investigated the perceptions of teachers on classroom lesson hours in secondary schools in Kwara State. The research design employed was a survey type of descriptive research using an instrument titled "Perceptions of Teachers on Classroom Lesson Hour Questionnaire" (PTCLHQ). Validity of the instrument was carried out by experts in the area of Test and Measurement and Educational Management. The reliability coefficient of the PTCLHQ was (r=0.78). The population consisted of 1,178 teachers across 21 public senior secondary schools in Ilorin South Local Government Area, Kwara state, with a sample size of 300 teachers selected using a simple random sampling technique. The collected data were analyzed using descriptive statistics. The findings revealed that the stipulated time for instructional activities in secondary schools in Kwara State is insufficient. However, the lesson objectives were attainable within the stipulated lesson hour. Teachers opined that the school lesson duration should be increased to effectively achieve the lesson objectives. The most prominent factor affecting classroom lesson hours was identified as student indiscipline, while teachers' low self-efficacy to teach was considered the least influential factor. Based on the findings, it was recommended that education authorities should conduct a comprehensive review of classroom lesson hours to align them with the needs of teachers and students. Additionally, professional development programs for teachers should focus on enhancing teachers' instructional strategies and time management skills.

Keywords: Perceptions, Teachers, Classroom lesson hours, Secondary schools, Kwara State.

Introduction

The ability to manage time well is essential in the educational setting, especially in the classroom. An essential component of improving teaching and learning experiences is allocating the proper amount of time for educational activities, often known as classroom lesson hours. In order to better understand teachers' perspectives on the appropriateness of classroom lesson hours

and the variables influencing them, this study will examine secondary school teachers' perspectives in Kwara State, Nigeria.

Classroom lesson hour is the allotted time during which teachers conduct a variety of educational activities to support learning. This definition accords with that of Copur-Gencturk and Li (2023), who defined a lesson hour as the period of time used to impart specific knowledge, concepts, and abilities to students in relation to academic subjects. It acts as the cornerstone for curriculum implementation; enabling teachers to cover material, accomplish instructional objectives, and provide a stimulating learning environment for students (Kapici & Akcay, 2023). Effective teaching and learning performance depends on the allocation and use of classroom lesson hours (Ayeni & Amanekwe, 2018).

According to research, the length of classroom lesson hours affects how effectively students are taught. A study conducted by Fatmawaty et al. (2023) revealed that longer lesson times are positively correlated with student achievement. It stressed the value of allotting enough time for in-depth topic investigation, participation in worthwhile activities, and student-teacher relationships. Additionally, a study by Phungsuk et al. (2017) found that well-structured class hours can improve students' focus, motivation, and overall learning experience. Designing successful instructional strategies and maximizing teaching time require an understanding of teachers' opinions on the classroom lesson hours.

The importance of teachers' perspectives in influencing instructional practices has been underlined by research investigations. According to a study by Barrot (2016), teachers' attitudes and ideas about class length have a big impact on the lessons they choose to teach and the way they prepare their lessons. This study will provide important light on teachers' opinions in Kwara state regarding the suitability, difficulties, and prospective improvements of classroom instruction hours.

By exploring the perceptions of teachers, this research aims to identify the factors that affect classroom lesson hours in Kwara. These factors may include but are not limited to curriculum requirements, class size, and availability of resources, teaching methods, student behavior, and support from the school administration. Gaining an in-depth understanding of these factors will contribute to educational policies and practices that can enhance time management, curriculum

implementation, and instructional effectiveness. Additionally, investigating teachers' perceptions of classroom lesson hours in secondary schools in Kwara state provides a platform for understanding the adequacy and effectiveness of instructional time allocation. It allows for the identification of potential challenges and the formulation of evidence-based recommendations to optimize teaching and learning experiences within the designated classroom lesson hours. By addressing these considerations, educational stakeholders can work toward providing a conducive learning environment that maximizes instructional time and supports students' educational achievements.

However, despite the potential influence of classroom lesson hours on teaching and learning, the adequacy of the stipulated time in Kwara state remains an unresolved issue. This research aims to address this gap by investigating teachers' perceptions and opinions on the allocated classroom lesson hours in the region.

Purpose of the Study

The main purpose of this study is to discover the perceptions of teachers on classroom lesson hour in secondary schools in Kwara State. Specifically, the study intends to:

i.   find out whether the time stipulated for lesson is sufficient for the instructional activities in secondary schools in Kwara State.

ii. find out whether lesson objectives are attainable during the stipulated lesson hour in secondary schools in Kwara State.

iii. discover the perception of teachers on the stipulated lesson hour in secondary schools in Kwara State.

iv. examine the factors that affect classroom lesson in secondary schools in Kwara State.

Research Questions

The following research questions are raised to guide the purpose of this study.

i.   Is the stipulated time for the lesson sufficient for the instructional activities in secondary schools in Kwara State?

ii. Are the lesson objectives attainable during the stipulated lesson hour in secondary schools in Kwara State?

iii. What are the perceptions of teachers regarding the stipulated lesson hour in secondary schools in Kwara State?

iv. What are the factors that affect the classroom lesson hour secondary schools in Kwara State?

Methodology

The research design adopted for this study was a survey type of descriptive research. This design enabled the researchers to collect data from a sample of the population, analyze the data, and make relevant generalizations about the entire population. The variable of interest for this study are teacher perceptions and classroom lesson hour. The population for this study comprised of one thousand, one hundred and seventy eight (1,178) teachers across twenty-one (21) public Senior Secondary Schools in Ilorin South Local Government Area, Kwara State. A simple random sampling technique was employed to select a sample of 300 teachers from the population of (1,178). This sampling technique was chosen because it provides an equal chance for all individuals in the population to be selected as respondents and participate in the study.

To collect the necessary data, an instrument titled "Perceptions of Teachers on Classroom Lesson Hour Questionnaire" (PTCLHQ) was used. The questionnaire consisted of a binary rating scale with options for Agree (A) = 2 and Disagree (D) = 1 for all the items. Face and content validity of the instrument were ensured by professionals in the area of Test and Measurement and Educational Management. The reliability coefficient of the PTCLHQ was determined to be (r=0.78), indicating high reliability for the study. During data collection, the questionnaires were distributed in a conducive atmosphere, and all completed questionnaires were retrieved immediately from the respondents. The collected data were analyzed using descriptive statistics with the aid of SPSS software version 20.0. The first three research questions were analyzed using frequency (F) and percentage (%), while the fourth research question was analyzed using mean and standard deviation. The results obtained from the data analysis were interpreted, and relevant discussions were conducted. Based on the findings, conclusions and recommendations were formulated to address the research objectives and contribute to the existing body of knowledge.

Overall, the survey design, sample selection process, data collection methods, and statistical analysis employed in this study aimed to ensure the validity and reliability of the research findings.

The study provides valuable insights into the perceptions of teachers regarding classroom lesson hours in secondary schools in Kwara State.

Results

Research Question One: Is the stipulated time for the lesson sufficient for the instructional activities in secondary schools in Kwara State?

Table 1: Adequacy of Lesson Hour

S/N	Statement	Agree	Disagree	Mean
1	Cover lesson content	87 (29%)	213 (71%)	2.12
2	Make use of instructional materials planned for the lesson	147 (49%)	153 (51%)	2.51
3	Give detailed explanation on the topic taught	209 (69.6%)	91 (30.4%)	2.66
4	Retake the lesson when students failed assessment	81 (27%)	219 (73%)	2.11
5	Engage in practical work	149 (49.6%)	151 (50.4%)	2.52
	Grand Mean			**2.38**

*Significant P< .05   Source: SPSS Output

Table 1 indicates that respondents agreed with the stated statement. It shows that 29% agreed that the duration of lessons in their schools is enough to cover the lesson content, while the remaining respondents disagreed with the statement. Additionally, 69.6% agreed that the duration of lessons in their schools is sufficient to provide a detailed explanation of the topics taught, while 30.4% of the respondents disagreed with the statement. Furthermore, a majority of 49.6% agreed that the duration of school lessons is adequate for engaging in practical work. The cumulative overall mean score of the respondents is 2.38, which is below the benchmark of 2.50. This clearly indicates that the stipulated time for instructional activities in secondary schools in Kwara State, is not sufficient.

Research Question Two: Are the lesson objectives attainable during the stipulated lesson hour in secondary schools in Kwara State?

Table 2: Attainment of Lesson Objectives

S/N	Statement	Agree	Disagree	Mean
1	I achieve all objectives prepared in my lesson plan during lesson	121 (40.3%)	179 (59.7%)	2.58

S/N	Statement	Agree	Disagree	Mean
2	I teach my students only the cognitive aspect of the topic during lesson	67 (27.3%)	223 (77.7%)	2.56
3	I allow students to participate in the class discussion during lesson	179 (59.7%)	121 (40.3%)	2.69
4	I make sure students understand the lesson taught within the stipulated time	199 (66.3%)	101 (33.7%)	2.79
5	My students can apply what they are taught during lesson	188 (62.7%)	112 (37.3%)	2.59
	Grand Mean			2.64

*Significant P< .05   Source: SPSS Output

Table 2 indicates that respondents agreed with stated statement. It shows 40.3% agreed that they achieve all objectives prepared in their lesson plan during lesson while the remaining respondents disagreed with the statement. Also, 59.7% agreed that they allow students to participate in the class discussion during lesson while 40.3% of the respondents disagreed with the statement. More so, 62.7% of majority agreed that their students can apply what they are taught during lesson. The cumulative overall means score of 2.64 of the respondents which is above the benchmark of 2.50 clearly shows that the lesson objectives are attainable during the stipulated lesson hour in secondary schools in Kwara State.

Research Question Three: What are the perceptions of teachers on the stipulated lesson hour in secondary schools in Kwara State?

Table 3: Teachers' Perception on Lesson Hour

S/N	Statement	Agree	Disagree	Mean
1	Should remain as it is	61 (20.3%)	239 (79.7%)	2.31
2	Is enough for me to cover a particular topic in the scheme of work	92 (30.7%)	208 (69.3%)	2.41
3	Should be increased to achieve the lesson objectives	229 (76.3%)	71 (23.7%)	2.52
4	Should be adjusted to consider individual lesson differences in the classroom	218 (72.7%)	82 (27.3%)	2.73
5	There should be more time for compulsory subjects and less time for elective subjects	217 (72.3%)	83 (27.7%)	2.75
	Grand Mean			2.54

*Significant P< .05   Source: SPSS Output

Table 3 indicates that respondents agreed with stated statement. It shows 20.3% agreed that their school lesson hour should remain as it is while the remaining respondents disagreed with the

statement. Also, 76.3% agreed that lesson hour should be increased to achieve the lesson objectives while 23.7% of the respondents disagreed with the statement. More so, 72.3% of majority agreed that teacher's perception on lesson hour opine that there should be more time for compulsory subjects and less time for elective subject. The cumulative overall means score of 2.54 of the respondents which is above the benchmark of 2.50 clearly shows that the perceptions of teachers on the stipulated lesson hour in secondary schools in Kwara State was that school lesson duration should be increased to achieve the lesson objectives.

Research Question Four: What are the factors that affect classroom lesson hour in secondary schools in Kwara State?

Table 4: Factors that Affect Classroom Lesson Hour

S/N	Factors	N	$\overline{X}$	SD	Decision
1	My students act of indiscipline	300	3.23	.65	1st
2	My low self-efficacy to teach	300	2.72	.32	5th
3	My inability to use classroom management skills	300	3.02	.54	3rd
4	My inability to use instructional materials for teaching and learning appropriately	300	3.11	.45	2nd
5	I am not aware of the strategies for effective and efficient time management	300	3.01	.54	4th

*Significant P< .05   Source: SPSS Output

Table 4 shows the factors that affect classroom lesson hour in secondary schools in Kwara state in terms of the most factors affecting classroom lesson hour and the least factors affecting classroom lesson hour. The table revealed that students act of indiscipline has the highest mean score of 3.23. This implies that students act of indiscipline is the most patent factors affecting classroom lesson hour. Students' act of indiscipline is followed by inability to use instructional materials for teaching and learning appropriately with mean score of 3.11. Low self-efficacy to teach has the mean score of 2.72. It means that low self-efficacy to teach is the least factors affecting classroom lesson hour.

Discussion of Findings

The finding from Table 1 indicated that the stipulated time for instructional activities in secondary schools in Kwara state is insufficient. This finding is consistent with the assertion made by Clare (2023), who emphasized that the allocated time for lessons is inadequate for effective

teaching and learning to take place. This issue of limited instructional time has been recognized in various studies. For instance, a study conducted by Ghafar et al. (2023) found that insufficient lesson hour negatively affects students' comprehension and retention of lesson content. Additionally, a research study by Forsling and Tjernberg (2023) highlighted the importance of allocating adequate time for students to engage in meaningful and in-depth discussions during lessons.

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Furthermore, it was revealed that student indiscipline was the most significant factor affecting classroom lesson hours, while low self-efficacy of teachers was considered the least influential factor. This finding aligns with the assertion made by Ajayi et al. (2017), who emphasized that acts of indiscipline during teaching and learning significantly impact classroom management. Research by Blake et al. (2018) further emphasizes the negative consequences of student indiscipline on instructional time and highlights the importance of implementing effective behavior management strategies. Additionally, a study by Zheng et al. (2019) explores the relationship between teacher self-efficacy and instructional time utilization, suggesting that enhancing teachers' confidence and self-efficacy positively influences instructional effectiveness.

Conclusion

The findings of this study shed light on the challenges and perceptions regarding classroom lesson hours in secondary schools in Kwara state. The results indicate that the stipulated time for instructional activities is insufficient, yet teachers are able to attain the lesson objectives within the given time frame. However, there is a consensus among teachers that an increase in school lesson duration is necessary to effectively achieve the desired outcomes. Furthermore, factors such as student indiscipline significantly impact instructional time. To address these issues, it is recommended to allocate more time for lessons, provide training and support to teachers in classroom management strategies, involve teachers in decision-making processes, and implement effective behavior management interventions. By addressing these recommendations, the educational system in secondary schools in Kwara state can strive towards optimizing instructional time and promoting effective teaching and learning experiences.

Recommendations

Based on the findings of the study, the following recommendations were given:

i. Education authorities and policymakers should consider revising the curriculum and adjusting the timetable to provide teachers with adequate time to cover lesson content effectively.

ii. Teachers should be provided with professional development opportunities focused on time management techniques and innovative instructional strategies to further enhance the attainment of lesson objectives.

iii. Teachers' perceptions toward the classroom lesson hour stipulated for lessons should be continually sought from time to time to determine the adequacy and effectiveness of the instructional time during lessons.

iv. Educational stakeholders including parents and school managements should implement proactive measures to address student indiscipline and other factors affecting classroom lesson hour.

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