

Classroom Management as a Control Strategy for Promoting Quality Education in Nigeria

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Abstract

Classroom management has been viewed as a control strategy for effective instructional and curricular activities towards ensuring quality and relevant education at all levels. Consequently, there is need to ensure a good and sound classroom environment for effective delivery of the teaching and learning process. The paper underscored the need for revitalizing classroom management and therefore calls on the teacher skills in ensuring effective discharge of instructional responsibilities. An overview of classroom management in the school were highlighted. Finally, the paper highlights key principle or factors of improving the learning environment so as to bring about the desired qualitative education in Nigeria.

Keywords: Classroom, Management, Education, Teaching, Learning

Introduction

For effective teaching and learning to take place, it is important to recognize and arrange the classroom environment, to suit the learners who can only learn when conditions that encourage learning are provided. There is need to understand what will be involved in the environment. Idowu , (2012) observed that a number of environmental factors influence the child such as home, social, school and so school experience exert dynamic effects on children's learning behavior. Given the above situation, it beholds on the teacher to effectively control and manage the classroom in a way that order, peace necessary for effective learning will be put in place. In most Nigerian schools, there are inadequate classroom, therefore it calls for proper management and control of the available class to promote and ensure effective teaching/learning process.

The achievement and success of classroom teaching and learning interaction depend to a large extent on the teacher's skill and abilities in classroom management. If the teachers lack abilities in management of the classroom, control and order that will enhance teaching/learning process will be inhibited. The goals or objectives of quality education cannot be achieved in the school system without effective classroom management. The teacher specifically is the instructional leader of the classroom and as such is essentially the important pivot of classroom management. He is responsible for ensuring effective management of the classroom so as to achieve sound climate or environment for effective teaching/learning. Consequently, the need for effective classroom management as a control strategy for promoting quality education cannot be over-stated. It is believed that classroom management is an essential ingredient in the school system without which, it will be difficult to ensure peace and stability in the classroom management should be seen and use as a resources that could be meaningfully utilized to sharpen the quality of the output in

teaching and learning. Further, it could be used as a factor in the process of quality education implementation.

The paper attempts to examine the processes and skills required for effective classroom management. It further explained the concept and practical application of classroom management as control measure in enhancing teaching/learning process. The paper highlights the conceptual definitions, purposes and process of classroom management and discipline. Attempts at asserting the need for effective classroom management as a necessary instrument for ensuring efficient, productive control and discipline in the classroom for enhanced and efficient delivery of the teaching and learning situation for the attainment of qualitative education was made.

Classroom Management: An overview

Classroom management has defined as the process concerned with been defined as the processes concerned with indentifying, maintaining, motivating, stimulating, controlling and unifying human and material resources in the classroom for maximum success in teaching and learning situation (Adesina et al, 1995) Duke (2002) described classroom management, as the provisions and procedures necessary to create and maintain a situation in which learning and teaching can take place. And for teaching/learning to take place, there should be order in the classroom. Order as described by Cohen, Intille and Robino (2002) is a situation where there is a clear set of expectations for all classroom members, where people anticipate expectations and where there is high degree of conformity to the expectations.

Furthermore, classroom management has been viewed as the process that involved the careful harmonization of those elements which help to create good teaching-learning atmosphere which include the physical conditions with the classroom ventilation, equipment, general appearance, the seating of pupils, the collections of books and materials etc. According to Idu (2003) Classroom Management is the process by which a teacher gets his pupils/students to co-operate in directing actions towards achieving the proper atmosphere in the classroom for learning.

The above definitions is proof that classroom management is the effective utilization of human and material resources as well as the curriculum within the classroom setting for the successful teaching and learning process and the attainment of the school objectives and promotion of quality education in the nation.

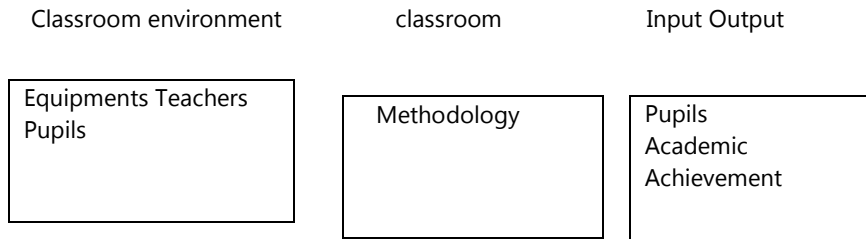
Reasons for Classroom Management

Ali (2007) asserts that the central aim of effective classroom management is to promote a classroom environment or state conducive for purposeful teaching and learning situation. Classroom management as a control strategy for effective learning is very important in that it will serve the following useful purposes in the attainment of set goals of the class, school and the educational system in general.

- a) Develop the student's sense of respect for laws and order towards constitute authority.
- b) Check offenses committed by the students and punch them accordingly and appropriately.
- c) Maintaining peace, order in the classroom environment.
- d) Creating an atmosphere of discipline in the classroom for the learners to feel free and move freely.
- e) Developing in the students the attitude of self-control and co-operation as a valuable personnel asset in meeting as well as fulfilling the duties of everyday life.

- f) Establishing and maintaining conditions necessary for effective teaching and learning.
- g) Generating the learner's interest, attention and active participation in the lesson by using appropriate instructional materials and methods for qualitative lesson delivery.

Dubey and Ndogi (1985) noted that in creating the right atmosphere for learning there will be need to make efficient use of resource put in the classroom in order to produce students with academic achievement that are as high as desirable and so, attain the overall objective of the school. Dubey et al (1985) proposed this chart as a model for classroom management.



All these components are what make up the school environment and to achieve a desirable result in the school, the environment must be controlled through proper classroom management. The teacher must adjust his management role and behavior according to the characteristics of the class. When there is good classroom management, there is a positive approach to class activities. It must be though emphasized that there is classroom without small problems no matter how well managed. However, where good class management is lacking, there is chaos and teaching and learning are disrupted.

The Process and Skills of Classroom Management

Classroom management process is concerned with the teacher who is the instructional personnel and control manager's abilities and skills to effectively manage the physical setting of classroom, time, class control, students interest, their well being as well as maintaining discipline and order for effective teaching and learning. Therefore, classroom management remains the key factor in the attainment of set goals of the learning process and ensuring a quality educational system.

The following areas of classroom management are among the most essentials areas that need to be put in place to ensure a smooth learning environment

- a) Physical classroom atmosphere
- b) Chalkboard arrangement
- c) Classroom arrangement
- d) Time management in the classroom activities
- e) Handling instructional materials
- f) Communication for effective control,
- g) Sustaining of learners in the class.

Physical classroom atmosphere/arrangement: The physical arrangement of every classroom is most important point of concern in classroom management. This is because the physical setting of classroom has been viewed as an important and determining factor for motivating learner's to learn or deterring them from learning. Harward (1973), Farrant (1991) & Adesina et al (1995) are all of the view that, if the classroom setting is orderly, beautiful and

comfortable in terms of lighting, organization, temperature conditions, learners will be happy, eager and willing to learn. However, a poorly arranged classroom which is sited near a noisy area or street factory or market place and which does not have the right classroom facilities such as lighting, adequate chairs, right temperature etc can lead to lack of interest, boredom, fatigue, indiscipline and negative learning attitudes on the part of the learners. Therefore, it is necessary and important the classroom teacher understand that the physical environment of the class, and the school constitute a strong factor for effective classroom management and motivators for effective learning. Harvard (1973)

Chalkboard Arrangement

This is an integral part of efficient classroom management. The chalkboard is very essential part of the classroom that enables the teacher utilize the learner's sense of sight and their sense of hearing in the teaching/learning process. The use of two or more sense instead of one, makes learning sticks and more permanent. To bring about good chalkboard arrangement, the following should be considered.

- i. All work on the chalkboard should be in the style of handwriting readable and understandable to all the learners in the class.
- ii. Sketches/diagrams should be made quickly to illustrate the important points in the teaching process.
- iii. Work should be arranged neatly on the chalkboard for easier learning.

It is important to note that bad chalkboard arrangement has bad effects on the learners, but with proper management and arrangement, learners will enjoy the learning and achieve its goals.

Classroom Arrangement

Classroom arrangement is an important factor in the process of teachers classroom management and control. Teachers should possess the necessary skill in the class arrangement for effective utilization of classroom space that will facilitate efficient teaching and learning. However, good classroom arrangement depends on the type of furniture available in the school. In most cases the individual students desks or long benches, chalkboard and teacher desk are provided in schools classrooms. These should be well arranged in rows.

Time Management in the Classroom Activities

For effective classroom management and control, time management skill must be imbibed. Time management like any other skill can be learned. The degree of efficiency and success in teaching and learning in the classroom depends on the adequacy of the planning and use of time as a resource. If the time available is well managed there will be enough time for all the teacher to bring about efficiency and effectiveness in the school programme. It is important to note that the teacher should have a weekly and daily time charts showing details of what he intends to achieve every week or every day.

Sustaining of Learners' Interest in the Class

Teaching is deliberate and plan activity. Therefore, the teacher must spend some time thinking about what to teach, who to teach and how to teach. The teacher must carefully select learning content, medium of instruction and how to evaluate what is taught in order to sustain the learners' interest. This will ensure and thereby create conducive classroom climate. In sustaining the learner's interest, the teachers should use a variety of methods and techniques of teaching.

Handling Instructional Materials

As part of their teaching strategy, many teachers find it necessary to provide supplementary material or notes for the students in addition to the information in the textbooks. When notes or diagrams are written or drawn on the board during the lesson, a lot of teaching time is wasted. If the school administration will allow it, notes and diagrams should be duplicated on a machine and each students get a copy. In most classrooms there are bulletin boards and host of empty wall spaces for charts, diagrams, notes and other forms of visual materials. A teacher should try to make use of such facilities as frequently as possible, otherwise he will be neglecting important dimensions in the management of learning.

Communication for Effective Classroom Management

Adesina (1995), considers communication as an important instrument for effective classroom management and control for the attainment for the school goals. He argues that without effective communication skills the teacher would not be able to carry the learners in the process of classroom management and instructional performance. In communication process, the teacher knows what to communicate, how to communicate when to communicate and the medium, means or channels learning/teaching process, there must be successful communication. Good communication in the classroom helps to make lesson clear and easy for students to learn. Generally, good communication make teacher's work in classroom management process easier as well as creates an environment of the school conducive for learning.

Keys in improving the learning environment

The teacher's major responsibility is that of teaching and helping the student to learn by varying his behavior to be the one who explains, listens, demonstrate etc. he also create the necessary atmosphere that enables learning and development of a good student-teacher relationship. The following will enable the teacher improve the learning environment. The teacher:

- a) Explains to the student
- b) Listens to the students
- c) Demonstrations to the learners using the necessary materials to clarify
- d) Examines the students using different materials
- e) Rewards good behavior as a correction
- f) Advises
- g) Punished for misbehavior as a correction
- h) Counsels the learners each time they have a problem
- i) Guides the learners.

Conclusion

Effective classroom can be used as a control strategy in promoting quality education in Nigeria. All the components in the school environment should be harmonized in order to bring about the desired results. It therefore calls on the teacher who is the instructional leader of the classroom to acquire the necessary skills needed for effecting discharge of professional responsibilities. The teacher also need to ensure that he puts in all the procedure of classroom management as well as avoid all obstacles to effective classroom control for the attainment of quality child educational growth and development in particular and education in general.

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