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PEDAGOGICAL SKILLS: PANACEA FOR EFFECTIVE CLASSROOM MANAGEMENT AND CONTROL

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ABSTRACT

Effective management and control of the classroom is not an easy task for both old and new teachers. The classroom is made up of children from different of varies background: hence, the teacher is faced with both students with good and disruptive behaviours. But the knowledge and acquisition of pedagogical skills can afford tr teacher the requisite for handling the classroom situations effectively. This paper provides the concept of classroom management and control, guidelines and techniques for effective classroom management, ways of ensuring effective classroom control and management, importance of classroom management and pedagogical skills for classroom management. Recommendations amongst other include: Staff development adequate supervision of teachers, teachers should be vast in knowledge in the area of specialization, and authorities should constantly provide conducive academic environment.

INTRODUCTION

Education is the bedrock of every nation that aspires to greatest height in its entire growth and development. It offers solutions to numerous social, political, economic and cultural problems of national development. Okeke (2006) opine that education is deemed the most efficient way with which a society can face the future challenges of living. He further stated that Nigeria has made positive efforts to establish education as the precursor of political, economic, social, industrial aesthetic development. Aghenta (1995) in Itedjere (2006:32) states that "education the greatest device man has created for his own continued improvement. It trains his head, hand and heart and has place him in the position of leadership on earth. Education gives man understanding and enlightenment, knowledge and as well as his attitude to his environment". Improves his intellect knowledge and as well s his attitude to his environment".



Nwadiani (2006) views education as the constant transmission of ideas or values for the development of the whole man in relations to the dynamic needs of any particular society. According to Ogwuazor and Ikpeba (2012) the formal school besides the informal and non formal means of educating citizens provides the major deliberate channel through which individuals obtain education in order to be adequately equipped and empowered for meaningful contribution to self and societal development.

In conventional setting,(school System) teaching and learning processes take place in the classroom and the teacher is a classroom manager. And what happens in the classrooms has a direct bearing with the quality of products from schools. Inadequacy of infrastructural facilities has contributed to production of incompetent graduates from the tertiary institutions. Effective teaching/learning can only take place in a conducive academic environment. References are made to the products of polytechnic, universities and colleges of education who are not employed nor could they be self-employed and self-reliant. Uko-Aviomoh and Olamigoke (2011), attributed this woeful performance to the poor, decay and inadequate infrastructural facilities and equipment that trail our educational institutions because the input determines the output. Hence the task of managing the classrooms effectively is not a simple one.

THE CONCEPT OF CLASSROOM MANAGEMENT AND CONTROL

Classroom management includes all that the teacher must do to foster pupils involvement and co-operation in all classroom activities. It is a teacher controlled process of ensuring that lessons run smoothly without disruptive behaviour by Students. Classroom management is a skill that is not only learned but practiced daily to help cut down on discipline problems in the classroom and leave the teacher with fewer interruptions and disruptions. While class control means the ability of the teacher to maintain peace and order and exercise control over the behaviour of learners through discipline.

Nwaham (2011) states that classroom management is the process of organizing and coordinating classroom situation to ensure effective teaching and learning. It is also the management of classroom facilities and instructional materials to ensure that there is conducive academic environment. Therefore classroom management entails classroom arrangement, classroom organization and classroom control for effective and efficient teaching and learning processes.

Collins and Roberts (1993) view classroom management as “the



skill in the organization and presentation of lessons in such a way that all pupils are actively engaged in learning without any distractions". This involves the teacher using all available strategies to ensure that teaching and learning is efficient and effective.

Onwuegbu (1999) views classroom management as the integration and effective application of the instructors qualities, efforts and techniques which he uses to ensure that every learner in the classroom learns and develops fully with a minimum of interference when it occurs. Adesina (1985) in Ogwuazor and Ikpeba (2012) sees classroom management as the process of understanding, maintaining motivating and controlling the human resources in the classroom for maximum success in the teaching/learning situation. While Edwin (2000), opines that classroom management is concerned with how children learn, what subject matter is suited to their achievement level, the best way of relating the child to the subject matter and the growth of the child in its many forms.

Allen (1986), from the students perspectives, states that effective classroom management involves clear communication of behavioural and academic expectations as well as a cooperative learning environment. Gootman (2008) considered classroom discipline as being the act of classroom management to guide students towards success by helping them see how their own efforts pay off. Their motivational and self regulated learning component of classroom academic performance transform 3 classroom into a community of well-behaved and self-directed learners.

Uwazurike (1998) asserted that the entire business of the school rests on turning out students who are the end products of the educational system. It therefore becomes imperative and logical that school administrators and teachers must not, as of necessity, be casual in their classroom management. In other words, if classrooms poorly managed, students academic performance will be affected which will have serious implications for both the education system and the society at large.

Kelly (1979) states that studies of administrators, teachers, and students expectation of the teacher showed that the ability of the teacher to control and dominate the classroom was considered as a major indicator of teacher effectiveness. Akrofi (1981)also opines that classroom management is shifting from teacher dominance to participatory interaction between the teacher and the taughts, the teacher sill remaining the guide. Good classroom management results to quality products from the schools because the students depend on the teacher for direction, guidance, protection, acquisition of knowledge and advice. The

students look upon the teacher as a role model.

Due to the enormous tasks before the teacher, he needs to possess some exceptional qualities. Hence Fafunwa (1967) maintained that teachers need to be professionally skilled, sensitive to children's need, understanding, self-confident, creative and imaginative, presentable in appearance and wholesome in habit.

For the qualities of the teachers that will enhance and improve good classroom management, Callahan and Clark (1977) in Akudo (2006) said that the first ingredient of creating a productive classroom atmosphere was a pleasant teacher whose personality was characterized by empathy, warmth, genuineness and who did not take himself too serious. Also Douglas (1963) in Akudo (2006) noted the following ways as a means of encouraging acceptable students behaviour in the classroom.

- Carefully planned classroom procedure in which continuous challenging activity is provided.
- Classroom procedure which evokes interest and includes exposition and supplementary to material already studied, facts, illustration and other material new to the students.
- Successful demonstration of fairness and respect for the personality of each student.
- Careful preparation of class work and good scholarship on the part of the teacher.
- A friendly and reasonable attitude towards students questions into worthwhile related areas not precisely included in the lesson.
- A good sense of humour.

Therefore teachers who are in direct contact with the students need a lot of administrative and managerial power in order to achieve good classroom management (Akudo,2006).

MISCONDUCTS AND EFFECTIVE CLASSROOM MANAGEMENT

Classroom management involve minimizing disruptive behaviour by students. Much disruptive behaviours in classrooms can be alleviated before they become serious discipline problems. Such behaviours can be reduced by the teachers ability to employ effective organizational practices, such practices, are in the heart of the teaching process and are essential to establishing and maintaining classroom control. The following are among several misconducts in the classroom that the teacher has to cope with



through proper management

- Sleeping in class
- Lateness to class
- Repeated tardiness
- Refusal to participate or speak
- Sharing or copying work
- Monopolizing discussion
- Gum, food, pagers and cell phone disruption
- Noise making
- Verbal or physical threat
- Refusal to do homework/assignment
- Inattentiveness
- Poor hygiene etc.

(Ogwuazor and Ikpeba,2012).

PRINCIPLES OF CLASSROOM MANAGEMENT

Classroom management is not an easy task, so the teacher needs to be guided on how to effectively control and organize it. Igbiwu (2004) listed some guiding principles that must be used for good classroom management. They include:

- **Good Classroom Layout:** The classroom must be well arranged. The seats should be properly arranged to suit the lesson. There should be enough space between the seats. The arrangement of the children must be orderly. The tall children should be at the back seat while the short one stay in front. The chalkboard should be placed where it will be visible to all the learners, preferably at the centre of the wall facing the learners.
- **Establish Classroom Routines:** The daily routine must always be carried out; they include: tiding up the classroom, cleaning the black board, and so on.
- **Establish Rules:** Any organization without rules and regulations cannot achieve its stated goals. In the same vein for effective teaching and learning processes to take place, there must be laid down rules and regulations guiding the children in the classroom.
- **Plan Every Lesson:** The importance of lesson plan cannot be overemphasized. It helps the teacher to execute the lesson effective without many mistakes.
- **Learn Pupils' Names:** Children are motivated when they are called by their names. So it makes them more enthusiastic to learn. It can also



help to maintain discipline among the children, knowing full well their teacher knows their names.

- **Present Your Lessons From Simple Task to Complex Task:** The interest of the children should be priority of the teacher. To arouse the interest of the children, it is always advisable that the teacher should go from the known to unknown or from simple lesson to complex lesson.
- **Class Record Keeping:** School records act as Information Bank for the school. They are very important instruments, which the school administrator needs for the achievement of educational goals. So they should be properly kept. This attendance register, movement book, staff attendance book, continuous assessment book and so on.
- **Firm with Pupils:** A good teacher must be fair and firm in dealing with children. He must never be partial. He should always give fair and equal treatment to all children in the class.

WAYS OF ENSURING EFFECTIVE CLASS CONTROL AND MANAGEMENT

Okokoyo, Nwaham & Ikpeba (2005) state that a teacher can ensure effective class control and management by:

1. Being abreast of the subject matter entrusted to him to teach, of which he is a specialist.
2. Knowing how to teach it (Knowledge of teaching methodology).
3. Involving the pupils in his lesson
4. Being a good communicator
5. Knowing how to appraise an individual to educational diagnosis and help person develop in desirable fashion
6. Having a sense of humour
7. Having a strong will power
8. Avoiding overbearing and distracting mannerisms
9. Being punctual to class
10. Using adequate instructional materials
11. Assessing the pupils objectively
12. Being resourceful
13. Having laid down rules and regulations that will act as guides to the pupils within the classroom amongst which are:
 - i. No fighting in the classroom
 - ii. No eating during lesson except break time
 - iii. No labeling of any pupil
 - iv. No chorus answers



- v. No going out without permission
- vi. No movement within the classroom while lessons are going on.
- vii. No speaking of Pidgin English.

The teacher has to be firm, fair and consistent with his words in order to enforce the rules and regulations.

IMPORTANCE OF CLASSROOM MANAGEMENT

Proper classroom management is inevitable for the growth and development of the children

Asiedu (1981) in Igbiwu (2004) listed the following as the importance of good classroom management.

1. It makes for effective use of space, time and material resources.
2. It makes for effective teaching.
3. The teacher's class leadership brings together and makes use of the special knowledge and abilities of individual children, so that the whole class can share them.
4. It stimulates children to release their creative abilities
5. It makes the pupils accept responsibility for what they do in the class and give them self-control.
6. It gives children a sense of belonging to the class because the teacher involves them in the teaching and learning processes.
7. It helps the pupils to develop their individual styles of learning and so become productive.
8. It helps the teacher to achieve the objectives of the lesson.

PEDAGOGICAL SKILLS FOR CLASSROOM MANAGEMENT

Pedagogy according to Loughran (2010) is the "relationship between teaching and learning. Pedagogy is also seen as the art of teaching. Beyond simply understanding the content one is teaching, pedagogy involves being asked to convey knowledge and skills in ways that students can understand, remember and apply. Although there is a significant amount of overlap between the two.

Pedagogical skills can generally be divided into classroom management skills and content related skills.

Any good teacher knows that a class full of out-of-control students is unlikely to learn much. A teacher's first major task, then, is to learn to manage behaviour in his or her classroom. This set of pedagogical skills involves establishing clear rules and expectations, because students who do not know what is expected of them are more likely to misbehave. Establishing expectations upfront keeps many problems from arising when behavioural



problems do arise in the classroom, however, a skilled teacher is able to handle them with minimum amount of disruption to the learning environment.

The other major area of pedagogical skills is that of teaching content effectively. These skills vary with the subject matter and level of instruction, as those skills needed to teach kindergartens to read are significantly different from those needed to teach secondary students to build set for a theatre production. Regardless of the content, however, a good teacher will present information in ways that actively engage the students in the material that they are learning.

Good pedagogy involves not only imparting information, but also providing opportunities to apply that information. A teacher must also be able to tailor content to the needs of his or her students. In any given classroom, no two students will have exactly the same knowledge or skills about the subject matter. A skilled teacher will be able to anticipate and respond to individual students learning needs and challenges. He or she will also present tasks that are appropriate to the students' level of cognitive development.

There are two types of pedagogical skills that work together to create a good learning environment. Engaging an appropriate teaching methods help to reduce behavioural problems in the classroom. Students who are actively learning are less likely to be disruptive. If the material is too easy or not presented in an interesting way, students are likely to get bored. On the other hand, material that is too difficult may cause students to become frustrated.

According to Loughran (2000) having good pedagogical skills is essential for classroom and behaviour management. The pedagogical skills that are essential for classroom management are as follows:

- Knowing your subject
- Being able to reflect on your teaching practices and identify what works and what doesn't. Acknowledge methods that do not work is key to classroom management
- Knowing your students - not just academically, we need to know what makes our students tick: what their interests are, their personality and their learning styles.
- Being transparent - students should be well aware of your expectations. In a constructivist learning environment, students should be active participant in building and adhering to the culture of the classroom.

Teachers need to be consistent and equitable in their negotiation of expectations and consequences for inappropriate behaviour.

- Being able to provide stability and structure in both the academic and cultural aspects of your classroom.
- Being able to create a learning environment that is challenging, open, engaging and rich which enables students to meet their targeted learning outcomes as well as being interested and motivated.

CONCLUSION

For effective classroom management and control there is need for the professional classroom teacher to be vast and acquainted with the necessary pedagogical skills. This involves the teacher being knowledgeable in the subject matter, knowing the actual methodologies to be employed or adopted to handle a particular topic/lesson, being transparent, humorous, being a good communicator and So on. The teacher should be well grounded in classroom management skills and content related skills. Through effective management of the classroom, deviance behaviours among the students can be minimized. The following suggestions have become necessary for the purpose of helping the teacher to effectively manage and control the classroom.

SUGGESTIONS

The following suggestions have become necessary for the purpose of helping the teacher to effectively manage and control the classroom.

- i. The teacher should be vast and knowledgeable in his/her area of specialization.
- ii. Staff development should be encouraged. Teachers should also be involved in seminars, workshops and conferences.
- iii. Regular supervision of teachers, thereby checking the instructions giving to the students in the classroom.
- iv. School authorities should constantly ensure that the school climate is conducive for effective learning.

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