CLASSROOM MANAGEMENT IN SECONDARY SCHOOLS IN NIGERIA: ROLE OF THE TEACHER

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ABSTRACT

The ability to manage a classroom effectively is increasingly becoming a fundamental need in any quest for effective teaching and learning worldwide. In Nigeria, the urge is about the same as the issue of effective classroom management has become crucial and recurring in educational discourse. Teachers play vital roles in the lives of the students in their classrooms. Effective teaching and learning can hardly be noticed in a poorly managed classroom. A well-managed classroom requires a teacher who is characterized by high knowledge of content, context, pedagogy and personal discipline. This paper, therefore, examined classroom management in Nigerian Secondary Schools and the role the teacher has to play. Various discussions were given on these roles amongst which are: the teacher having good knowledge of his subject so as to manage the classroom effectively; the teacher making use of varied methods of teaching in order to make the classroom interesting; and the teacher always comporting himself in the classroom. It was suggested amongst others that teachers should encourage their students in the classroom by praising them verbally as this will motivate them to learn more. Also, that management of schools should improve the classroom management skills and approaches of teachers by setting up many seminars/workshops.

Introduction

It is no exaggeration to say that classroom management has been a primary concern of teachers ever since there have been teachers in classrooms. However, the critical examination of effective classroom management is a major concern to teachers. Teachers play vital roles in the lives of the students in their classrooms. They are best known for the role of educating the students that are placed in their care. Beyond this, teachers serve many other roles in the classroom. Teachers set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models and listen and look for signs of trouble. Regardless of the roles they assume, teachers shape the culture of their classrooms, improve student learning, and influence practice and production.

The ability to manage a classroom effectively is increasingly becoming a fundamental need in any quest for effective teaching and learning worldwide. In Nigeria, the urge is about the same as the issue of classroom management effectiveness has become crucial and recurring in educational discourse. Effective teaching and learning cannot take place in a poorly managed classroom. According to Clark (2012), a well-managed classroom requires a teacher who is characterized by high knowledge of content, context, pedagogy and personal discipline. Ogunnu (2010) opines that the success of effective classroom management is dependent on the teacher's personal attributes evident in his

or her standard of impeccable ethical and social conduct.

The classroom environment where the teacher is expected to exercise control has an important role in teaching and learning (Akubue, 2009). Teachers as instructional planners are faced with a variety of tasks and duties associated with the classroom environment. As managers, teachers are expected to manage the teaching-learning process and ensure that desirable outcomes are achieved for the purpose of fulfilling predetermined goals and objectives. A lot of secondary school teachers in our country are facing problems in managing their classrooms. Perhaps, the single most important aspect of teaching is classroom management. The students are described to be different and some of them tend to act superior to the school management system, even to the teachers. They show less respect to the teachers, refuse to get involved in the learning sessions and even misbehave in the schools. In order to make sure the learning environment goes well, the teachers have to come up with certain guidelines in managing their classrooms.

Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behaviour by students. The term also implies the prevention of disruptive behaviour. It is possibly the most difficult aspect of teaching for many teachers. This problem is not only faced by our local teachers here in Nigeria, but it is believed to be happening worldwide. In 1981, the US National Educational Association reported that 36% of teachers said they would probably not go into teaching if they had to decide again. A major reason was "negative students' attitudes towards learning and indiscipline in students" (Enebeli, 2019 citing Wolfgang and Glickman, 1997).

According to Moskowitz and Hayman (1996) cited in Ubeku (2019), once a teacher loses control of his classroom, it becomes increasingly more difficult for him to regain that control. The time the teacher takes to correct misbehaviour caused by poor classroom management skills results in a lower rate of academic engagement in the classroom. From the students' perspective, effective classroom management involves clear communication of behavioural and academic expectations, as well as a cooperative learning environment.

Classroom management is related to issues of motivation, discipline and respect. Many teachers establish rules and procedures at the beginning of the school year in order to control the students. According to Gootman (2018), rules give students concrete direction to ensure that their expectations become reality. They also try to be consistent in enforcing these rules and procedures. Many would also argue for positive consequences when rules are followed and negative consequences when rules are broken. Sometimes, this application is working in order to manage the classroom effectively but at the same time, failure also occurs.

According to Sule (2015), a real teacher never underestimates his students. He strongly believes that every student has his/her own potential to prove. Teachers are great advisers in making students' choices to build their career. He is the only person who believes that students can achieve something in their lives, enjoys the success of his students with over-joy and satisfaction, can help the students to turn their weaknesses into strength and as well show that success needs lots of sacrifices through life. It is to be noted that with all these attributes of the teacher, managing the classroom is still a major concern of most teachers today. It is against this background that this paper examined the roles of a teacher in classroom management.

Nature of Classroom Management

Classroom management refers to all the things the teacher does to organize his students' space, time and materials so that teaching and learning can take place optimally. It is the process by which teachers and schools create and maintain appropriate behaviour of students in classroom settings. It also involves maintaining order, discipline and decorum in the class at all times. It is the reflection of the learning environment of a group of individuals within a classroom setting. A teacher's classroom-management system communicates information and represents the kinds of instruction that will take place in a particular classroom. In order to be effective, teachers must acquire excellent classroom management skills (Lewis, 2016). The nature of classroom management and classroom instruction

is especially easy to be seen and understood from a student perspective. Students have at least two cognitive demands on them at all times: academic task demands which are understanding and working with content and also social task demands by interacting with others concerning that content. This means that students must try to understand the content and find appropriate and effective ways to participate in order to demonstrate that understanding to the teacher and the whole class. The teacher must facilitate the learning of these academic and social tasks.

Classroom management also involves maintaining the learning environment through decision-making concerning students and the classroom. Maintaining a learning environment requires teachers to actively monitor their students. Active monitoring includes watching students' behaviour closely, correcting inappropriate behaviour before it gets worse, dealing consistently with misbehaviour, and attending to students' learning. In terms of monitoring both students' behaviour and learning, effective teachers regularly survey their class or group and watch for signs of students' confusion or inattention. Maintaining effective management involves keeping an eye out for when students appear to have problems in any field while learning (Emmanuel, 2020). A teacher needs to cater for all actions in order to create, implement, and maintain a learning environment within the classroom. Everything a teacher does has implications for classroom management, including creating the setting, decorating the room, arranging the chairs, speaking to the students and handling their responses, putting routines in place, developing rules, and communicating those rules to the students. These are all aspects of classroom management (John, 2014). An essential part of managing the classroom is to encourage students to do their best and to be excited about what they are learning. There are two factors that are critical in creating such a motivational climate - value and effort. To be motivated, students must see the outcomes of the work that they are doing and the work others do. Effort is the time, energy, and creativity a student uses to develop the work (Brophy, 2016).

Classroom management is crucial in classrooms because it supports the proper execution of curriculum development, developing best teaching practices, and putting them into action. Classroom management can be explained as the actions and directions that teachers use to create a successful learning environment; indeed, having a positive impact on students achieving given learning requirements and goals (Murphy, 2020). From the observations made so far, it becomes clear that classroom management concerns large variety of clear-cut activities such as maintaining order and discipline among students, setting rules and regulations during classroom activities, proper arrangement of classroom furniture and students, adequate allocation of instructional and classroom materials to students, proper use of corrective and punitive measures on students, use of motivational strategies to stimulate learning experiences of students, reduction of noise level among students and providing students with encouragement during and after lesson periods.

Characteristics of Classroom Management

The characteristics of a good classroom manager are common to virtually every good teacher and essential to students' achievements. According to Shawer (2020), the following are the aspects of classroom management:

Respect: An important aspect of classroom management is respect. Before any instruction begins, a mutual amount of respect must be developed between the students and teacher. Students understand that there are certain rules that they must follow to ensure their success. Similarly, teachers must understand that students are not necessarily willing to give respect to a teacher without feeling they have a reason. Setting guidelines in the classroom will help develop the respect that is needed for students to do their best.

Consistency: Order and organization make a classroom run smoothly. Having a set of consistent procedures and routines that the students are familiar with, will help the classroom run like a well-oiled machine. The less time that students have to be off task, the more likely they will be able to have quality classroom management.

Proximity: Proximity helps teachers manage what is going on in the classroom. Walking around the classroom and standing next to students who may be causing problems will usually eliminate the problems quickly. It is important for teachers to know that their standing in one place in the

classroom will make students feel as if they are allowed to do what they would like.

Seating Arrangement: Classroom management can be affected by how the seats are arranged in the classroom. The teachers need to think about the order of the room and how it will affect what they expect of the students. The seating arrangement needs to be organized in such a way that the teacher can easily move around the room and monitor students' behaviour.

Trial and Error: Any style of classroom management is going to involve some trial and error. Finding out what works with students and allowing the class to develop into a safe and secure environment takes time. The most important element of classroom management is allowing the students an opportunity to understand that the rules are part of giving them the best education possible.

Efficient use of Time: The teacher takes time before school starts to create routines and procedures which saves time in the long run. When the students know what to do, it becomes a natural part of the routine. After a few weeks, he does not need to tell them what to do again. The students know and get their planners out, write any homework or assignments and gather all their materials at the end of the day.

Creativity: Classroom management can be affected by how well teachers encourage their students to be creative throughout each lesson. Creative activities allow students to express what they have learnt in a new way. These synthesizing and personalizing of knowledge consolidate learning and create an experience that remains with the students long after the class.

Roles of a Teacher in Classroom Management

Brown (2017) mentions that "teachers can play many roles in the course of teaching and this might facilitate learning. Their ability to carry out these roles effectively will depend to a large extent on the rapport they establish with their students, and of course, on their own level of knowledge and skills." According to Shaka and Bello (2018), one of the roles of a teacher is to motivate learners to develop ability and aspiration to learn. This can be done by planning and preparing teaching and learning activities that take account of the needs and well-being of individual learners as well as groups of learners. Helping students to govern their own behaviours in ways that help them to learn by promoting good methods of classroom discipline is a long standing role of all teachers. There are a number of ways that a teacher can promote good discipline in the classroom. Be fair, positive and consistent.

Teachers are facilitators of students' learning and creators of productive classroom environments in which students can develop the skills they might need at present or in future. However, before one begins to understand the evolving roles of a teacher in managing the classroom, it is better to outline some of the most popular teachers' roles. Harmer (2017) states that it makes more sense to describe different teachers' roles and say what they are useful for, rather than make value judgements about their effectiveness. Here are some of the most common teachers' roles in managing the classroom according to Harmer (2017):

1. A Controller: The teacher is in complete charge of the class, what students do, what they say and how they say it. The teacher assumes this role to manage the classroom by controlling the level of noise making, ensuring that the students are aware of the teacher being the centre of focus, giving instructions to the students on what to do and what not to do as well as inspiring them through his knowledge and expertise.

2. A Prompter: The teacher encourages students to participate and makes suggestions about how students may proceed in an activity. The teacher should be helping students only when necessary. When learners are literally 'lost for words', the prompter can encourage them by discreetly nudging students. Students can sometimes lose the thread or become unsure on how to proceed. The prompter in this regard can prompt but always in a supportive way.

3. A Resource Centre: The teacher is a kind of walking resource centre ready to offer help if needed, or provide learners with whatever language they lack when performing communicative activities. The teacher must make himself available so that learners can consult him when (and only when) it is absolutely

necessary. As a resource centre, the teacher manages the classroom by guiding learners to use available resources such as the internet, for themselves.

4. An Assessor: The teacher assumes this role to see how well students are performing or how well they performed. Feedback and corrections are organized and carried out. There are a variety of ways we can grade learners. The role of an assessor in classroom management gives teachers an opportunity to correct learners. However, if it is not communicated with sensitivity and support, it could prove counter-productive to a student's self-esteem and confidence in learning.

5. An Organizer: This is perhaps the most difficult and important role the teacher has to play in managing the classroom. The success of many activities depends on good organization and on the students knowing exactly what they are to do next. Giving instructions is vital in this role as well as setting up activities. The organizer can also serve as a demonstrator. This role also allows a teacher to get involved and engaged with learners. This keeps the classroom very lively and active.

6. A Participant: This role improves the atmosphere in the classroom when the teacher takes part in an activity. However, the teacher takes a risk of dominating the activity when performing it. Here, the teacher gives the class an activity to perform and he also partakes in it. This role enables the teacher to manage the activities of the students effectively thereby improving classroom management.

7. A Tutor: The teacher acts as a coach when students are involved in project work or self-study. The teacher provides advice and guidance, and helps students clarify ideas and limit tasks. This role can be a good way to manage the classroom by paying individual attention to a student.

When a teacher has a complete knowledge and acquisition of the above roles, such a teacher should be able to manage the classroom effectively for effective teaching and learning to take place. The teacher should not only know these roles but he should also know when and how to apply them for effective classroom management (Harmer, 2017). In order to manage the classroom effectively, the teacher has to combine the following roles with classroom management:

- **Knowledge of the Subject Matter**: A good teacher has incredible knowledge of and enthusiasm for the subject matter he is teaching. He is prepared to answer questions and keep the material interesting for the students. According to Erickson (2016), a good teacher should have knowledge of the subject matter. This is the most common role a teacher plays in the classroom. Subject knowledge has a very important role to play in managing the class because high-quality teaching rests on teachers' understanding of the subjects they are teaching, knowing the structure and sequence of concepts, developing factual knowledge essential to each subject and guiding their students into the different ways of acquiring knowledge. A teacher is giving the curriculum to follow which states guidelines. The way the teacher teaches matters a lot as this will help him to manage the classroom. Hence, the teacher is expected to teach in many ways including lectures and small group activities. When students know that the teacher has grasp knowledge of his subject, they respect the teacher and make the teaching interesting, ready to ask questions for further clarification or answer questions when asked. This keeps the classroom lively.

- **Reward and Reinforcement**: The teacher has a role to play by the use of reward and reinforcement. A teacher should always encourage his students to exhibit positive behaviours to learning and discourage negative behaviours. This can be achieved through the reward and reinforcement system. It is important teachers implement and refine strategies focusing on reducing behavioural issues in order to maximize potential for learning and ensure smooth classroom practice. When a student exhibits good behaviour in the classroom, such a student should be encouraged to continue. This can be achieved through reward and reinforcement. This will motivate the student to continue his good behaviour and also motivate other students to emulate that student. Reward here can mean many things e.g. telling the class to

clap for the student, praising the student verbally, appointing the student as the class monitor, etc (Nwosu, 2021). This helps to manage the classroom effectively.

- **Varied Methods of Teaching**: Effective teachers recognize that the key to effective classroom management is to keep the students actively engaged in the learning process. These teachers design curriculum and learning activities with individual student's needs in mind. According to Emmanuel (2020), the teachers should use a wide range of methods to teach in order to make the class interesting. The teacher can start with a short activity that focuses the students' attention before the actual lesson. Students learn more effectively when they know they are supposed to be learning and why.

- **Good Classroom Arrangement and Easy Accessibility to Students**: The teacher plays the role of managing the class and ensuring good students' behaviour, effective study and work habits, and an overall sense of respect in the classroom. Classroom management can be affected by how the seats are arranged in the classroom. The teacher needs to think about the order of the room and how it will affect what they expect of the students. According to Shawer (2020), the classroom seats (students' chairs and desks, teacher's chair and table, including the board) should be arranged and organized in such a way that the teacher can easily move around the room and monitor students' behaviour. This will enable him to know those who are behaving well, who are following the teaching and those who need corrections or who are misbehaving.

- **Punishment as and when due**: According to Shaka and Bello (2018), punishment is sometimes required if a student chooses to break the rules of the classroom. If the teacher chooses to correct the behaviour by using punishment, it is important to focus on correcting the behaviour for future learning rather than just punishing the student. This corrective measure helps in the classroom management as it promotes peace and effective learning within the classroom. While the word punishment has a negative connotation, the intention behind the word stems from a positive place as negative behaviours often turn positive after application of this measure.

- **Interaction and Involvement of Students during Teaching**: The teacher should do everything possible to transform the students from passive observers to active learners. Students learn more and retain more when they are actively involved. Sule (2015) asserts that a teacher should make a habit of calling on individual students by name to answer questions without first asking for volunteers. This keeps the whole class awake and alert. The teacher should not let more than five minutes go by without getting one of the students to speak. The students should always be on their toes knowing that they might be called at any moment to answer a question.

- **Effective Use of Instructional Materials**: Teaching materials are the resources the teachers used to deliver instruction. These teaching materials support students' learning and increase their (students) success. According to Sule (2015), instructional materials include any tool a teacher uses in his classroom to help foster learning. There are many kinds of instructional materials, but some of the most used ones are traditional resources, graphic organizers, teacher-made resources as well as use of technology. The traditional resources include textbooks and workbooks. Instructional materials needed for the day should be selected and stored in such a way that the teacher can easily lay his hands on them when needed. This is necessary in order to avoid disruption of lessons by running here and there for instructional material. When there are instructional materials, the students are kept busy thereby managing the classroom effectively. The technological instructional materials can enhance students' learning especially with the use of computers and other digital aids to facilitate learning.

- **Teacher's Comportment**: As an effective classroom manager, a teacher should be well prepared for lessons, anticipate

difficulties and react immediately before the problems escalate. A teacher needs to comport himself well when handling his students as this may have either a positive or negative impact on effective teaching and learning. A well comported teacher gains the respect of his students thereby having proper grips of their behaviour in the classroom. This is an effective way of managing the classroom.

- **Attractive Dressing**: Sometimes, teachers just wear what they wear because it is comfortable or just what they have. The implication of what teachers wear to class may impact negatively on them and their students. The more formal a teacher dresses to class, the more likely they are to have higher cognitive and abstract thinking, and the more likely students will have high regard for them. This enables the teacher to manage the class effectively. When students have little or no regard to their teachers due to their shabby dressing, such teachers cannot effectively handle the classroom (Ubeku, 2019).

Classroom Management and its Effects on Teaching and Learning

The structuring of the learning environment is essential for teachers and students. In fact, the physical arrangement of the classroom can affect both student and teacher behaviour in promoting good methods of classroom discipline. A well-managed classroom does not just appear out of nowhere. It takes a good deal of effort to create—and the person who is most responsible for creating it is the teacher. We live in an era where research tells us that the teacher is probably the single most important factor affecting students' achievement.

Although the effect classroom management can have on students' learning achievement is clear, the dynamics of how a teacher produces such an effect are not simple. Rather, the effective teacher performs many functions in effective learning in the classroom. These functions can be organized into three major roles according to Michael (2018):

1. Making wise choices about the most effective instructional strategies to employ,
2. Designing classroom curriculum to facilitate student learning, and
3. Making effective use of classroom management techniques.

The first role deals with instructional strategies and their use. Effective teachers have a wide array of instructional strategies at their disposal. They are skilled in the use of cooperative learning and graphic organizers; they know how best to use homework and how to use questions and advanced organizers, and so on. Additionally, they know when these strategies should be used with specific students and specific content. Although cooperative learning might be highly effective in one lesson, a different approach might be better in another lesson.

The second role associated with effective teaching is classroom curriculum design. This means that effective teachers are skilled at identifying and articulating the proper sequence and pacing of their content. Rather than relying totally on the scope and sequence provided by the district or the textbook, they consider the needs of their students collectively and individually and then determine the content that requires emphasis and the most appropriate sequencing and presentation of that content.

The third role involved in effective teaching is classroom management. Effective classroom management has been recognized as a crucial element in effective teaching. If a teacher cannot obtain students' cooperation and involve them in instructional activities, it is unlikely that effective teaching will take place. In addition, poor management wastes class time, reduces students' time on task and detracts from the quality of the learning environment. Good classroom managers are teachers who understand and use specific techniques to manage the classroom for effective teaching and learning to take place. Awareness of and training in these techniques can change teachers' behaviour, which in turn changes students' behaviour and ultimately affects students' achievement positively.

Proper classroom management creates an ideal environment for learning. This is important for teachers' and students' safety, happiness and productivity. This kind of environment enhances learning as well as social/emotional

development. Managing a classroom is more than simply establishing a set of rules. Classroom management is important because it directly affects the students' ability to learn. It impacts a teacher's ability to be effective and actually enjoy teaching. Most importantly, a well-managed classroom highly impacts students' academic success. When questioning in the classroom focuses on enabling students' learning, teachers deliberately prepare, manage and respond to students' responses. This ensures that teachers can take advantage of opportunities in lesson to consolidate students' understanding.

Conclusion

Classroom is a very important physical plant designed to achieve quality teaching and learning for the improvement of standards in education. It is characterized by high expectations, excellence, standards and a caring environment. It is specifically meant for special qualitative interactions, facilitation and pedagogical instructions between the teachers and the students and where it fails, distractions set in. This distractive environment has a greater influence on the participants regardless of how the students are organized for learning. Classroom learning friendly environment promotes high academic learning, experience, satisfaction, morale, tone of the learner and attainment of goals in secondary schools. This can only be achieved through effective classroom management.

Classroom management is an important aspect of teaching and learning where students are encouraged to learn and achieve specific academic outcomes within or outside the classroom environment. Teachers are to show good examples and be a model to students because they are like a signpost in the lives of the students they teach. The teacher as the chairman of classroom affairs has the duty and obligation to ensure efficient and effective classroom management. He must take cognizance of variance and differences in the students' background (i.e. ideas, goals, socio – economic, preferences, abilities and religion etc.). These make teacher's roles more challenging. The classroom teacher must be skillful in learning management in order to succeed. The aim of classroom management is to maintain a positive, productive and friendly learning environment. This is very necessary because there cannot be an effective teaching and learning process without an effective classroom management.

Suggestions

The following suggestions were made to foster effective management of the classroom:

a) Teachers should encourage the students by praising them verbally. It can motivate them to learn more.

b) Teachers should provide varieties of skills, backgrounds, languages, and levels of cooperation to the students. They should manage the classroom by empowering students to be active learners in the class. This will keep the classroom always alive and awake.

c) Teachers should try other approaches that will be best suited to the individuality of the learners. Theyshould also establish a positive relationship with their students. This will help them to be great managers of the classroom.

d) Management of secondary schools should improve the classroom management skills and approaches of the teachers by setting up many seminars/workshops.

e) Management should conduct a special meeting with their teachers to discuss the classroom and behavioural problems of students so as to tackle them promptly. Also, they should seek the help of the guidance counselor to monitor the behavioural problems of each student.

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