



Overview of classroom control and management ... (Audu & Bello, 2022)

Overview of classroom control and management skills for effective teaching in Nigeria

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Abstract

The main goal of this paper was to illustrate how teacher in Nigeria might improve classroom control and management. the concept of classroom control and management, why classroom control and management matters, purpose of classroom and management, problems of classroom control and management, ways of achieving effective classroom control and management, factors for effective classroom control and management and techniques for better classroom control and management were also discussed in the paper. It further explained our crammed skills of stimulus variation. The paper also offered the following recommendations; that teachers should take advantage of opportunities to attend seminars, workshops and conferences on effective classroom control and management; teacher should adhered to the concept and practices that enable effective teaching learning process.

Keywords: Classroom control and management, effective classroom, skills, Stimulus, variation and Teaching

Introduction

Classroom control and management have been an important area in Sociology of education for some time because it is the only way upon which the teaching-learning process can be very effective. Classroom management represents a significant aspect of the teacher's pedagogical knowledge and is often found as a component of taxonomies. Plato has correctly supposed that; "Do not train students to learn by force and harshness, rather, direct them to it by what amuses their mind, so that you may be better able to discover with accuracy the peculiar bent of the genius of each." (Irshad, et. al. 2014). Forming a positive relationship with the student, therefore include the strategies for helping dispassionate and indifferent students, making school more essentially motivating. When classrooms are effectively controlled and managed, classes will be run efficiently and students would be actively engaged in learning. But when classes are poorly controlled and managed, they can become chaotic in which learning would be disturbed. One of the teaching issues, that teacher face in Nigeria is lack of effective teaching classroom control and management (Irshad, et. al. 2014). . Therefore, it is of paramount importance to understand the strategies that will help in improving classroom control and there is needs are there existed for the ways of improving the classroom control and management.



Overview of classroom control and management ... (Audu & Bello, 2022)

Concept of Classroom Control and Management

A classroom could be seen as a learning space found in educational setting of all its kinds, ranging from primary to tertiary institutions in which teaching-learning process take place. Control management in educational setting, can be considered as a way of ensuring that the school management has attained and achieved in its quality standard. And it concerns with the process of planning, organizing and directing activities in a school setting, utilizing human and material resources effectively, in order to accomplish the desired school's aims and objectives. Sisk (1973), identifies three stages in classroom control and management process to include setting of standards, measuring current performance and taking corrective actions in order to bring performance with standards.

According to Akpakwu (2012), defines classroom management as the orderly control of the learners, teaching materials, and teaching aids to obtain the desired learning objectives. Classroom management could be conceptualized as the planning, management, and execution of the school programs as it affects teaching and learning in the classroom. In other words, it refers to the extensive range of skills and methods, teachers use in keeping students organized, orderly, focused, attentive, and logical on task, and academically creative, and productive in teaching-learning processes. When classroom-management strategies are effectively executed, teachers tend to minimize the behaviors that hinder learning and exploit behaviors that enhance learning. According to Igbacha, (2012), it is a process involving planning, organizing, coordinating, motivating, and controlling the actions of learners and materials to achieve instructional objectives. The art of classroom management encompasses all the functions of a classroom teacher in the instructional procedure. Such as lesson planning and presentation, organization of the classroom facilities, coordination of learning activities, management of instructional materials, and leading by example (Nwankwo, 2014). Brown (2011) looks at classroom management as a "process involving the organization of certain academic tasks which are essential for effective teaching and learning in a specific set up. According to Brophy (2016), Classroom management refers to actions taken to create and maintain a learning environment and make it conducive for successful instruction. According to Evertson and Weinstein (2006), Classroom management has two distinct purposes: "It not only seeks to establish and sustain an orderly environment so students can engage in meaningful academic learning, but it also aims to enhance student social and moral growth".

The above definitions emphasize the importance of actions taken by the teacher to facilitate learning among the students. According to Oyetunde (2008). Effective teaching and learning can only take place in a well-managed classroom. He further asserts that effective classroom management depends solely on a teacher's ability.

Why Classroom Control and Management Matters

Controlling and managing the learning environment is a major responsibility and for all teachers. Controlling and managing the classroom is very challenging, it is because a teacher cannot predict what will happen in a class. A well-planned lesson may take less time than expected, and you find yourself improvising too many ways for effective teaching in classroom. On the other hand, an unplanned moment may become a wonderful, sustained exchange among students, and prompt a teacher to drop previous plans and follow the flow of discussion. An activity may indeed turn out well, but rather differently than intended you, therefore, have to decide how, if at all, to

Overview of classroom control and management ... (Audu & Bello, 2022)

adjust the next day's lesson to allow for this surprise. Some students, of course, do enjoy learning and being in school, almost regardless of what teachers do. Others do enjoy school, but only because teachers have worked hard to make the classroom very pleasant and interesting. Those students become motivated because you have successfully created a positive learning environment and have sustained it through skillful management (Evertson & Weinstein, 2006).

Purpose of Classroom Control and Management

Classroom control and management is the bedrock of teachers' activities geared towards the achievement of educational goals. The purpose of implementing classroom control and management strategies is to enhance pro-social behavior and increase students' academic engagement (Emmer & Sabornie, 2015; Everston & Weinstein, 2006). More intensive programs may be needed for some students (Kratochwill, et al 2015) such as establishing and sustaining an orderly environment in the class, increasing meaningful academic learning, facilitating social and emotional growth, and decreasing negative behaviors.

Problems of Classroom Control and Management

According to Blair (2015) Indiscipline is a problem normally faced by teachers which creates hindrances in the teaching process. Due to this situation, students arrive late to the class, not punctual for the classes, or simply bunk classes as the classes are not interesting, and as some teachers cannot create good class control and management. This may be a result of a lack of lesson planning. At times effective management of time is also overlooked. Blair (2015) identifies the Problems of classroom control and management as follows;

1. Inadequate preparation for taking class.
2. Not motivating the students.
3. Lack of comfortable learning environment.
4. Not building and developing students' self-esteem.
5. Lack of adequate teaching aids during a lesson presentation.
6. Not being interactive with the students during a lesson presentation.
7. Not applying updated methods and strategies for classroom control and management.
8. Being uncreative and unimaginative in a daily lesson.

Apart from all these, a teacher must develop a willingness to accept responsibility for classroom control and management, and have solution-oriented approaches to problems.

Ways of Achieving Effective Classroom Control and Management

According to (Henson & Eller 1999) a good classroom controller and manager is but a teacher who has the skills to influence the ways by which instructional objectives are achieved in a class. To achieve effective classroom management and control, therefore, a teacher needs to exhibit certain management skills that include the following:

1. **Effective preparation of lesson plan:** Lesson have to be well prepared with the consideration of the contents objectives. Therefore, the behavioral objectives of any lesson should be well-identified.



Overview of classroom control and management ... (Audu & Bello, 2022)

2. **Good lesson presentation:** An active and brilliant teacher, in his or her presentation, can influence the active participation of students, who are bound to gain their cooperation and submission.
3. **Well and actual classroom organization:** A teacher that arranges class in an orderly manner has the chance of getting to any part of the class without obstruction and can fetch materials in the class without creating unnecessary movement. However, good classroom arrangement can therefore increase a teacher's chance for achieving effective classroom control and management.
4. **The personality and character of the teacher:** The personality, behavior, and characteristics of a teacher attract very much consideration in achieving effective classroom control and management. Which simply means teachers can begin to establish a positive learning environment by showing their passion for the subject matter, using student names, reinforcing student participation during class, and being active in moving among the students (Bulger et al. 2002, p. 3)."
5. **Appropriate use of teaching:** Operational use of instructional materials must be ensured to stimulate the attention of the learners, and gain their attention effectively in the lesson (Nwankwo, 2014).
6. **Effective communication skills and abilities:** As communication refers to the process of sending and receiving messages through a medium. In the classroom, it entails four basic elements: the source, message, channel, and receiver. Communication takes place when the message is sent, received, and understood.
7. **Control and discipline in the classroom:** Classroom control and discipline considered to be the aspect of classroom control and management which have to do with the teacher's ability to maintain order and discipline among learners purposely to create a conducive teaching-learning environment.

Important factors for Effective Classroom Control and Management

The following are very important factors to be considered for effective classroom control and management.

1. **Arrangement Style:** In thinking about how you will organize the classroom's physical space, you should ask yourself what type of instructional activity students will mainly be engaged in (whole-class, small-group, individual assignments, and so on). In fact, the teacher should consider the physical arrangements that will best support that type of activity (Weinstein, 2007). According to (Weinstein, 2007). The following are some ways in which classroom can be well arrange for effective teaching-learning process.
2. **Auditorium:** In the traditional auditorium style, all students are sitting facing the teacher. This arrangement inhibits face-to-face student contacts, and the teacher is free to move anywhere in the room. This is often used when the teacher lectures or makes a presentation to the entire class.
3. **Face-to-face style:** Students are sitting facing each other. Distraction from other students is higher in this arrangement than in the auditorium style.



Overview of classroom control and management ... (Audu & Bello, 2022)

4. **Offset style:** Small numbers of students (usually three or four) sit at tables but do not sit directly across from one another. This produces less distraction than face-to-face style and can be effective for cooperative learning activities.
5. **Seminar-style:** larger numbers of students (10 or more) sit in circular or square arrangements. This is especially effective when you want students to talk with each other or to converse with you.
6. **Cluster style:** Small numbers of students (usually four to eight) work in small and closely bunched groups. This arrangement is especially effective for collaborative learning activities. (Renne, 1997).
7. **Punishment and Discipline:** Another strategy for effective control and management, and to solve discipline problems is punishment and discipline. Punishment is defined as the presentation of an aversive stimulus that weakens the behavior it follows (Skinner, 1953). According to Henson Eller (1999), teachers are required not to use corporal punishment because it attracts the person, not the behavior, it addresses only undesirable behavior and does not attempt to seek out the underlying cause(s) of inappropriate behavior, and students' self-esteem.
8. **Contingency Contracting:** The development of a contingency contract system represents an efficient way to organize classroom preceding. A classroom contingency contract is an agreement, preferably written, between the teacher and students, as to how the classroom will be managed. The primary objective in developing a contract is encouraging students to observe and monitor their behaviors, while the secondary objective is to identify consequences for behavior that would have a facilitative effect on student academic performance and social behaviors. (Irshad et al., 2014)

Some Techniques for Better Classroom Control and Management

Every teacher needs to focus attention on the entire class and must not talk over student habits. Sometimes silence can be very effective than taking an action. Students should know what is going to happen in the class and be monitored to check progress. Teachers should through the classroom so that students pay attention more readily in a class setting. Lessons should be planned to ensure that the period is filled with learning activities. In enhancing classroom control and management, a few techniques are mentioned below; (Jones, et al 1995)

1. **With-It-Ness:** With-it-ness does not mean focusing on all simultaneous activities with equal care, but only remaining very aware of multiple activities, behaviors, and events to some degree. At a particular moment, for example, a teacher may be focusing on helping the students, but in some corner of his mind also notice when chatting begins on the other side of the classroom. He may have, as the saying goes, "eyes in the back of your head". Experienced teachers are much more likely to show with-it-ness than inexperienced teachers, and that these qualities are associated with controlling and managing classrooms successfully. With-it-ness, therefore, refers to a teacher's awareness of what is going on in the classroom and keeping learners on task (Emmer & Stough, 2001).

2. **Ripple Effect:** Kounin (1970) created the idea of the "ripple effect." The idea is that, if a student withstands positive or negative consequences, the rest of the class will see what is taking place and a ripple effect then will occur. From experience, when a student misbehaves, then others



Overview of classroom control and management ... (Audu & Bello, 2022)

will join as well. On the other hand, a student receiving a reward will motivate others. Managing students' behavior in positive ways is the key to success. Students learn from others around them, and by believing in the ripple effect, we will be able to effectively control and manage behaviors in the classroom.

3. Model Classroom: Teachers should teach and model classroom behaviors, by such doing, students can visually see and observe what is expected and what is not allowed in the classroom. This is important so that students fully understand what is good and participate in positive behavior. Students will learn to be responsible managers of their behavior by seeing and observing others doing what is expected. When students misbehave, it is important to contact and counsel them. By having student-teacher relationships, a teacher will be able to get the source of the behavior and help the student come up with alternatives to prevent such behavior from occurring in the future. Behavior is always shaped through systematic reinforcement and punishment (Brophy et al. 2016).

4. Skills of Stimulus Variation: According June to (2003) Boredom is one of the major problems both the teacher and the students usually experience in the classroom during a lesson period. The instructional styles of many teachers especially the inexperienced ones do little to relive students boredom. Many teachers remain stationary at a desk or lectern. Many speak in a dull flat monotonous voice. The pattern of student-teacher interaction is always teacher to students. A teacher in a classroom is stimulus, and he is expected to provide the student with stimulus so that learning can take place effectively. When a teacher becomes monotonous, he has failed to provide enough variation in his lesson. The skill of stimulus variation can therefore be a panacea to a boring class, provided the teacher applies the skill behavior properly.

Perhaps the most effective way a teacher can relive student boredom is to affect the cognitive component of his lesson. How he can do this is by using more stimulating materials or use recovery learning approaches. The teacher may also change his classroom behavior patterns, stressing behaviors that he can perform that will give his teaching style more variety. Put a nutshell therefore, stimulus variation cloud be defined as all the activities a teacher introduces in his class during a lesson period in order to bring about variation in his presentation style thereby making him a better and more varied stimulus in his classroom. It is believed that 'good' teachers are rated high on stimulating and imagination behavior while in the class. The good news for us is, even the dullest and boring teacher can improve provided he pays attention to the following skill behavior as identified by (June 2003).

(a) Movement

The goal of the teacher movement of the classroom is to break the teacher's habit of teaching from the spot. When a teacher makes meaningful movement in the classroom during a lesson period, student are compelled to make sensory adjustment and their attention is likely to be gained. Sudden body movement or sudden stops rapidly gain the attention of your student and they are useful as control techniques. The way a teacher moves towards a student conveys meaning to that students. Some movements convey friendliness others convey hostility. The teacher also may improve his class relationship by moving meaningfully in the class. This will also check the problem of discipline in the class and cause students to pay attention.

Overview of classroom control and management ... (Audu & Bello, 2022)

(b) Gesture

Gesture of the hands, body, head, face etc are very helpful to communication. They are all convey meanings. Gesture helps the teacher to be more expressive and dynamic in his lesson presentations the gesture cues enhance communication, and helps teacher to talk less.

(c) Focusing

Frequently, during a lesson period, the teacher a times wants to draw attention of students to a particular point of the lesson. When the teacher does this, he is asking the students to focus, so focusing can be defined as the act of calling, the students' attention to specific materials or point in a lesson. Focusing can take either verbal or non- verbal form. Frequently, the teacher combines both. Verbal focusing is, demonstrated when the teacher makes statement such as "pay special attention to this "look at the picture on the bored" etc. an example of gestural focusing is the teacher pointing at specific situation, teachers often combine verbal and gestural focusing; for instance, the teacher points to a picture and say, take a good look at this picture and take note of important features."

(d) Teacher's voice

The way the teacher speaks in his class may lead to boredom. A dull flat voice leads to a dull flat class. The teacher should bring in variations in quality, expressiveness, tone quality and rate of talking during the lesson period. These variations can contributes to making him lively and his class free from boredom. Sometimes the pitch of his speech should be low, high or stabilizes as the case may be. Every student in the class should be able to hear what the teacher says. So the teacher must always speak loud enough for the students to hear him but not too loud as to scare them.

(e) Silence and pausing

A well- articulated pause may help in riveting attention of the students. During a lesson, the well-inserted pause can accomplish several effects. It can prepare students for an important statement or question; signal the transition from one thought to another etc. a short pause or silence before saying something important is an effective way of holding attention. A sudden pause in the middle of a sentence gains attention. However, a long pause can be agonizing for the student.

(f) Eye movement and contact

The teacher's eye is an effective means of communication in the classroom. Eye movement and contact are keys way of conveying emotions and controlling interaction. It is a common experience among the experienced teachers that eye movement is an effective control mechanism. The teacher enters into a noisy class for a lesson. He needs the preliminary attention of the students before settling down for the day's lesson. He uses his eyes instead of shouting at the students. Shouting in many cases does not help. Your eyes convey emotion and send out your massage clearly to the students. Teachers should therefore expose their eyes to the students during classroom instruction. Don't make the mistake of covering your eyes with a pair of dark gurgles.

(g) Interactional styles

According to June to (2003), a class becomes bored because of interactional style of a teacher. Boredom can come as a result of teachers, monologues. When a teacher uses single



Overview of classroom control and management ... (Audu & Bello, 2022)

interactional style in his class, it becomes routine and dull. In a micro teaching clinic, the teacher is trained and encouraged to practice three patterns of interactional style.

1. **Teacher- group:** Teacher- group interaction takes place when the teacher carries out dialogue with the entire class at a same time. When he ask question, he ask them to the whole class.
2. **Teacher-student:** This is carried out when the teacher ask question or makes statement to an individual student. The teacher works with an individual student at a time. He may ask an individual student question. Receives answers, and follow it up with a series of questions to the same student, trying, perhaps, to get the student to probe the issue more deeply.
3. **Student-student:** The teacher allows the students to discuss among themselves: for instance, the teacher answers a student's question by re-directing the question to another student for comment or clarification. In most cases, if carried out properly the teacher is able to involve many students in a dialogue without having to do any more than direct the discussion. A point need to be emphasized here that, the content and objectives of a lesson should dictate the interactional style used. Nevertheless, a skillful teacher should be able to use any of the three or a combination of more than one in a lesson period.

(h) Shifting sensory channels:

The aim of shifting sensory channels is to heighten attention by systematic changing of the student's receptor. When the teacher changes the primary mode of communication, whether it is oral or visual, and the student are forced to change. For example, for a lesson involving much verbal explanation, at several points, he can switch to the blackboard or visual aids. This switch forces the student to make the desired change from one mode to another. Also having objects that can be passed around the class or having students manipulate some objects may also help to get students to change their sensory channels.

Conclusion

Classroom control and management as the coordination of lessons and classroom activities make learning very productive and possible. It is important because classrooms are complex and somewhat unpredictable. Students respond to a teachers' actions in different ways. There are two major features of management: preventing problems before they occur and responding to them after they occur. Many management problems can be prevented by attending to how classroom space is used, by establishing daily procedures, routines, rules, and pacing and structuring activities appropriately, and communicating the importance of learning and positive behavior to students and parents. There are several ways of dealing with classroom control and management problems after it occurs, such as using punishment and discipline. A teacher can simply ignore misbehavior, gesture, or cure students non-verbally, rely on logical consequences, or engage in conflict resolution strategies. Whatever tactics the teacher uses, it is important to keep in mind their ultimate purpose, which is to control and manage the classroom and make learning possible and effective.

Recommendations

1. Should be aware of the purpose of classroom management that supports them towards its achievement.

Overview of classroom control and management ... (Audu & Bello, 2022)

2. Should practice effective management strategies as identified in the study.
3. Adhered to the principles of classroom management to facilitate learning.
4. Should exhibit characteristics and qualities for effective classroom management.
5. Should practice ethics of teaching in aiding effective control and management of their classrooms.
6. Should avail themselves the chances and opportunity to attend seminars, workshops, and conferences on effective classroom control and management.
7. Should be up dating methods and strategies which will improve teaching-learning processes.

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