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Basic knowledge needed to enhance teacher’s efficiency for effective classroom management

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Abstract

This study focuses on teaching and learning effectiveness in a classroom setting. The article will look at a series of activities that take place in a classroom, and it will guide the classroom teacher. These activities should provide the teacher with the basic knowledge that will enhance the teacher’s efficiency in a classroom setting. The knowledge will, therefore, lead to the achievement of set objectives, maintenance of focus and serve as a reference to the teacher, and the highlight of these activities will enhance content development, proper evaluation, adequate use of instructional resources, good time management, good lesson plan preparation and the use of eye contact. The study adopted the research design, which is a sample of administered. Questionnaires were answered using the mean while the two hypotheses were formulated using the t-test, and the result obtained revealed the effective classroom techniques to include among other things, i.e., constant engagement of student in activities, use of effective communication, stimulating classroom environment, regular use of questions during instruction, teacher’s acting as models and monitoring. Furthermore, the effective classroom management is a powerful motivator for student learning and also recommend services and workings for teachers to get them acquitted with the effective classroom management techniques, in Abia State, Nigeria and even within African Countries to enhance efficiency.

Keywords: teacher, Abia State, African, student

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1. Classroom management

1.1. Concept

Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organised, orderly, focused, attentive, on task and academically productive during a class. When classroom management strategies are executed effectively, teachers minimise the behaviours that impede learning for both individual students and groups of students while maximising the behaviours that facilitate or enhance learning. Generally, effective teachers tend to display strong while less effective teacher is a disorderly classroom filled with students who are not working or paying attention. While limited or more traditional interpretation of effective classroom management may focus largely on 'compliance' – rules and strategies that teachers may use to make sure that students are sitting in their seats, following directions, listening, attentively, etc., – a more encompassing or updated view of classroom management extends to everything that teachers may do to facilitate or improve student learning, which would include factors such as behaviour (a positive attitude, happy facial expression, encouraging statements the respectful and fair treatment of students, etc.), environment (e.g., a welcoming, well-lit classroom filled with intellectually stimulating learning materials that's organised to support specific learning activities), expectations (the quality of work that teachers expect students to produce, the ways that teachers expect students to behave towards other students and the agreements that teachers make with students), materials (the types of texts, equipment and other learning resources that teachers use) or activities (the kind of learning experiences that teachers design to engage student interests, passions and intellectual curiosity). Given that poorly designed lessons, uninteresting learning materials or unclear expectations, for example, could contribute to greater student disinterest, increased behavioural problems or unruly and disorganised classes, classroom management cannot easily separated from all other decisions that teachers make. In this more encompassing view of classroom management, good teaching and good classroom management become, to some degree, indistinguishable. In practice, classroom-management techniques may appear deceptively simple, but successfully and seamlessly integrating them into the instruction of students typically requires a variety of sophisticated techniques and a significant amount of skill and experience.

1.2. Classroom setting – can be enhanced by

Entry routine – is a technique in which teachers establish a consistent daily routine that begins as soon as students enter the classroom-preparing learning materials, making seat assignments, passing in homework or doing a brief physical 'warm-up' activity which would all be examples of entry routines. This technique can avoid the disorder and squandered time that can characterise the beginning of a class period.

Do now is a brief written activity that students are given as soon as they arrive at the classroom. This technique is intended to get students settled, focused, productive and prepared for instructions as quickly as possible.

Tight transitions is a technique in which teachers establish transition routines that students learn and can execute quickly and repeatedly without much direction from a teacher. For example, a teacher might say 'reading time,' and students will know that they are expected to stop what they are working on, put away their materials, get their books and begin reading silently on their own. This technique helps to maximise instructional time by reducing the disarray and delay that might accompany transitions between activities.

Seat signals is a technique in which students use nonverbal signals while seated to indicate that they need something, such as a new pencil, a restroom break or help with a problem. This technique establishes expectations for appropriate communication and helps to minimise disruptions during class.

Props is the act of publically recognising and praising students who have done something good, such as answering a difficult question or helping a peer. Props is done by the entire class and typically a short movement or spoken phrase. The technique is intended to establish a group culture in which learning accomplishments and positive actions are socially valued and rewarded.

Nonverbal intervention is a technique in which teachers establish eye contact or make gestures that let students know they are off-task, not paying attention or misbehaving. This technique helps teachers efficiently and silently manage student behaviour without disrupting a lesson.

Positive group correction is a quick, affirming verbal reminder that lets a group of students know what they should be doing. Related techniques are Anonymous Individual Correction – a verbal reminder that is directed at an anonymous student; Private Individual Correction – a reminder given to an individual student as discretely as possible and Lightening-Quick Public Correction – a quick, positive reminder that tells an individual student what to do instead of what not to do.

Do it again is used when students do not perform a basic task correctly, and the technique establishes and reinforces consistent expectations for quality work.

Reform: In recent years, classroom management has received an increasing amount of attention from education leaders, reformers and researchers, who have begun to investigate, analyse and document the effective strategies used by successful teachers. The growing emphasis on classroom management is based on the general recognition that effective instructions require effective classroom management, and that strong management skills are the foundation of strong teaching. In addition, there are now more professional development opportunities related to classroom management being offered to teachers, and there have been discussions about the role of practical teaching techniques in teacher education and certification programs, and about whether such programs have overemphasised education theory at the expense of practical, applied skills that teachers will need in the classroom, such as classroom-management strategies.

Debate: While there is widespread agreement in education that effective classroom management is essential to good teaching, there is often debate about which strategies are effective or what is the best way to approach the management for classroom or other learning environments. For example, some educators might argue that effective classroom management begins with students compliance and classroom orderliness, since learning cannot happen when students are not listening, when they disobey the teacher or when they disrupt another student in the class. In this case, the teacher needs to establish the behavioural and academic expectations for a class and ensure that students comply with those expectations. Other educators, however, would argue that teachers should approach classroom management by actively involving students in the process. For example, some teachers create common classroom expectations and agreement in collaboration with students. In this case, students play a role in developing the expectations, thereby taking 'ownership' over the process, and the teacher then helps the student live up to those expectations by reminding previous agreements made or by asking the class to reflect on their work and behaviour as a group in relation to agreed-upon expectations – i.e., to identify the areas in which the class is doing well and the areas in which it can improve.

School administration plays a vital role in establishing effective discipline in school. They lead in vision creation for the organisation, develop a philosophy of positive discipline and established an overall orderly environment through seasoned rules and policies. It is up to the leaders of the school to support teachers and model respectful human interaction. School administrators should provide positive reinforcement and exercise punishment in a corrective manner where necessary, and where teachers are strong, the principals support them and help them to do even better; where they are weak, the principal teaches them the secrets of successful classroom management and overall discipline.

School administrators must realise that there is no automatic respect any more, the classroom must be run by teacher's edict alone, successful teachers can earn their wings daily by demonstrating

confidence, competence and care by motivating, mentoring, resourcing, etc., rather than form an enforcer, punisher, champion of excellence to a large extent boost student's positive self-esteem can enhance discipline, teachers must work as a team, be the risk takers.

Furthermore discipline can be enhanced by modern classroom rules. Every organisation heads some written and unwritten rules in order to function and achieve desirable goals. Classroom rules must not be identical but must vary according to situations involved. Rules have to be in tune with the time, the general belief that better the fenced rules the better to avoid conflict and to make rules most relevant – treat each other with respect. Use school supplies and equipment appropriately and follow adult directions; rules to be effective should be simple, specific, measurable and enforceable.

1.3. Effective – give each assignment

Best rules work in a non-boring class session and all students must be informed about the existing rules before implementation.

Better teacher strategies and good teaching, not rules cylance learning, in a classroom where learning is success-oriented relevant, and test-faced rather than been boredom, frustrating, better teaching and learning occur. Today, effective teaching had to be rooted in a curriculum where all students succeed, and teachers must practice effective instructional strategies, give open-ended assignment, expose students to seminar situations, lessons tied to student causes, activity-oriented lesson involving students choices, discipline will succeed it, what teachers are and what they do in and out of the classroom while the principal serves as a coach trainer, and backup.

1.4. Evaluation

Eze (2012) stated that evaluation is one of the final phases in instructional planning and delivery. During evaluation, performances of teachers and students are accessed. Evaluation can be carried out by questioning, test writing, assignment giving, organising of seminars, discussion, etc., and in applying or using any of these evaluation techniques, the evaluation question must tally with the set objective.

2. Instructional material

Instruction material according to Udenya (1991) is anything which helps the teaching and learner to maximise learning. It can something be naturally provided or by improvisation.

3. Proper utilisation of instructional material

Onyejemezi (1988) emphasised that instructional material to be used in the classroom is determined by the topic to be taught. It is the topic that is a determinant factor for the selection of instructional material. The selection is done based on the following factors:

- a. *Availability*: The materials must be available and affordable by students. It must be something that both the students and the teacher can produce at ease.
- b. *Simplicity*: Instructional material selected must be something that the learner can afford. Avoid complexity to reduce confusion or interest diversion.
- c. *Visibility*: It must be something that the learner can see with ease. For example, the chart must be bold and coloured too to differentiate the path.
- d. *Durability*: Instructional material must be something that can last for a period of time, something that can be preserved or well possible has durable uses.

4. Classroom challenges

Anderson (1986) described classroom management challenges to be too many but emphasised: Lack of commitment on the part of students to be one issue, for example, some students can be unsteady, restlessness and can lack interest. In these cases, the teacher should apply more wisdom, being closer to the child, making your lesson more interesting, creating conducive environment within the classroom. Furthermore, make students to be made aware of the challenges awaiting them at the end of their studies and be prepared for them. Teachers must involve strategies that will make our students enjoy learning and have the desire to achieve their academic goals.

Every hand must be considered to revolutionise educational systems.

4.1. The teacher also should ensure that

4.1.1. Clean environment

The teacher must endeavour to ensure that the classroom and its surroundings are neat always, such as removing cobwebs, proper sweeping of the classroom, weeding the surroundings, the pathway and toilets.

4.1.2. Lesson preparation

A lesson plan can be described as a small segment of what is to be thought for a day, Mkpai (2005) described a lesson plan as an orderly and sequential arrangement of the lesson. It involves the subject matter, describes the part that both the teacher and the learner will play during the course of the lesson and states the instructional objectives. It outlines what the teacher and the learner would do to enhance the achievement of stated objectives. Lesson plan preparation ensures a good knowledge of the subject matter, mastering the topic before teaching your students, enhancing student's participation and understanding proper teaching skills, thereby learning to the maintenance of focus.

4.1.3. Classroom arrangement

Proper seat arrangement makes movement easier and these assist in class control even in an emergency situation. Ukpabi (2007) described the emergency situation as unpredicted negative occurrences which comes as a result of mishap or mismanagement, filthy environment. It is therefore important that the teacher should take precaution measures to overcome emergency occurrences.

4.1.4. Time management

Time as a resource is very scarce and also impossible to stretch or store once it has passed. Thus, as a teacher you need to appreciate how important it is for you to manage your time well to enable you to achieve your set objectives. Ogunu (2000) said that making the best use of one's available time is a key element of good classroom management. Thus, your ability to become a better time manager is part of your self-development guide for efficient time management anywhere, even your classroom setting makes you productive:

- a. You must understand the task you are expected to perform.
- b. Allocate time to each task according to the order of importance.
- c. Avoid time wasters (procrastination)
- d. Develop strategies for saving time.

4.1.5. Method

Any teaching method used by a teacher must be in line with the scheme of work which provides the teacher's guide in planning his teaching and bearing in mind the student's age, topic, class and environment. There are various methods used in teaching various subjects: discovery or inquiry method, project method, field trips, demonstration, etc.

4.1.6. Discipline

The concept of discipline has been described differently, Okoroma (2002) defined discipline as a system of guiding the individual or student to make reasonable and responsible.

5. Conclusion

The society is looking into our institution's issues that must rise up to our challenges, and there is a lot to be done in our classrooms. If we want to be relevant in this challenging period of government, individuals must be concerned with all seriousness and objectivity. For production of effective and efficient students, the teacher must prepare on the skills and techniques he wants to use, be willing to organise orientation exercise in a while, accept good suggestions and corrections, as these would help for the attainment of the state objectives.

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