

EFFECTIVE CLASSROOM MANAGEMENT: A PANACEA FOR ENHANCING STUDENTS LEARNING EXPERIENCE AND SATISFACTION IN HIGHER EDUCATION

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ABSTRACT: *Classroom is a very important school physical plant designed to achieve quality teaching and learning for the improvement of standard in education. The purpose of this study is to determine how effective classroom management can enhance students' learning experience and satisfaction in higher education. Classroom is characterized by high expectations, excellence, standards and caring environment. It is specifically meant for special qualitative interactions, facilitation and pedagogical instructions between the teachers and the students and where this is not obtainable, distractive environment erupts. This distractive environment has greater influence on participants regardless of how the students are organized for learning or what educational philosophy and pedagogy teachers espouse. Classroom learning friendly environment promotes high academic learning, experience, satisfaction, morale tone of the learner and attainment of goals in higher education. This can only be achieved through effective classroom management. The teacher as the chairman of classroom affairs has the duty and obligation to ensure efficient and effective classroom management strategies. He must take cognizance of variance and differences in the student's background (i.e. ideas, goals, socio – economic, preferences, abilities and religion etc.). These make teacher's role more challenging. The classroom teacher must be skillful in learning management in order to succeed. The justification of this research and aim of classroom management is to maintain positive, productive and friendly learning environment. This is very necessary because there cannot be effective teaching and learning process without an effective classroom management. This paper discusses the concepts of management, classroom management, purpose of classroom management, effective classroom management, principles of teaching, characteristics of teaching and ethics. It also recommends that teachers should imbibe the ethics of effective classroom management for the enhancement of students learning experience and satisfaction in higher education.*

KEY WORDS: Effective classroom management, teacher, learner and learning environment.

INTRODUCTION

Education is an indispensable tool for personal and social developments. Many countries in the world view education as a good investment for national development because it is expected to produce the required quantity and quality of human resources for the economic growth using the right mix of inputs. When an educational system lacks efficiency in the management of its resources like classrooms, this leads to failure of the educational industry to produce required number of successful school leavers with a time frame. When this happens, wastage occurs

(Ngerem, 2015). Meaningful development cannot be attained in any sector of a nation's existence without secondary education. It is the gateway to tertiary education and essentially provides greater number of lower level manpower needed for proper economic growth and national development. Hence Abraham (2000) describes it as the level of education between primary and tertiary education. High level manpower produced at the tertiary level is prepared at the secondary level of education. Therefore, if this important level of education is left to decay or deteriorate due to inadequate management and execution of educational policies, it may hinder the actualization of secondary school goals. More so, public secondary schools have been suffering from inefficient management of classroom for many years. This is because education is a capital intensive venture which takes a long time for people to appreciate its benefits. Normally, small size classrooms are easier to manage and are likely to be more result-oriented if teachers teach with adequate resources and students are prepared to learn. A major factor of public school system is the phenomenon of population explosion of learners making the classes very large for ineffective teaching and learning. In the end, many fail, repeat classes or dropout. UNESCO (1988) sponsored study in Madagascar confirmed the effect of student-teacher ratio on wastage. This makes this study of effective classroom management: a panacea for enhancing students learning experience and satisfaction in higher education imperative

Management is a comparatively new concept and is used interchangeably with Administration. This concept, which has been common used in business organizations and industry, is now widely used in other fields including education. In simple terms, management means "to get work done". Every educational institution has certain objectives. The head of the institution needs to organize people, make use of resources and time in a systematic and orderly way to accomplish the pronounced objectives of the institution. Thus, the primary task of the manager of an educational institution, is to get the work done in order to get the objectives accomplished in a pre-planned way. This is what the concept of management implies. (Duvie, 2016). In the opinion of Anebi (2016), Management is a universal phenomenon. It means many things to many people. All organizations are involved in management because it is the management which helps and directs the various efforts towards a definite purpose. According to Nwankwo (2014), management entails getting things done through other people. A social process which is designed to ensure the cooperation, participation, intervention and involvement of people in the effective achievement of a given objective. Adekunle, subair and Olugbenro (2012) view management as the act of getting people together to accomplish desired goals and objectives using available resources efficiently and effectively. It is a process of performing a task by trying to satisfy the entire persons involved in the process and making the maximum use of available resources in order to bring about a desired result through application of skills. Management comprises planning, organizing, staffing, directing or leading and controlling an organization or efforts towards accomplishing a goal.

The survival of any organization is largely dependent on quality of management or administrative services available (Modebelu, 2016). Both administration and management influence to a large extent the results to be achieved, the direction to be pursued and priorities to be recognized within the organization. It is therefore, important to note from the foregoing, that without organization there can be no management or administration without management or administration there can be organization. In both administration and management, there is important element of control. Control simply requires sending messages that will effectively change the behaviour of the recipient. Both concepts (administration and management) have

element of coordination of efforts of people towards the achievement of set objectives as the major goal which involves classroom management. Classroom teacher are the persons at the helm of the affairs are known as the administrators or managers as have been exhaustively discussed above. These great leaders possess unique characteristics. Effective classroom management is much more than simply administering corrective measures when a student misbehaves; it's about developing proactive ways to prevent problems from occurring in the first place while creating a positive learning environment.

Establishing a climate for learning is one of the most challenging aspects of teaching, and one of the most difficult skills to master, even at the post-secondary level. For those new to the profession, failure to set the right tone will greatly hinder your effectiveness as a teacher. Indeed, even experienced faculty may sometimes feel frustrated by classroom management issues. Strategies that worked for years suddenly become ineffective in the face of some of the challenges today's students bring with them to the classroom. Discipline always comes to mind at mention of classroom management, but the crucial component of teaching is much more. Class management creates a set of expectations used in an organized classroom environment. It includes: routines, rules and consequences. Effective classroom management paves the way for the teacher to engage d students in learning.

Purpose of Classroom Management

Classroom management is the bedrock of teachers' activities geared towards the achievement of educational goals. The purpose of implementing classroom management strategies is to enhance pro social behaviour and increase in students' academic engagement (Emmer & Sabornie, 2015, Everston & Weinstein, 2006). When using a tiered model in which school-wide support is provided at the universal level, classroom behaviour management programmes have shown to be effective for 80-85 percent of all students. More intensive programs may be needed for some students as identified by Kratochwill, Droops, and Blair (2015) such as establishing and sustaining an orderly environment in the class, increase meaningful academic learning, facilitate social and emotional growth, and decrease negative behaviours.

Effective Classroom Management Strategies.

Class management systems are effective when they adhere to three basic principles of (Brophy, 2006, pp.39-40) which are emphasizing student expectation for behaviour and learning, promote active learning and student involvement and identification of important student behaviours for success. Classroom administrator should prepare for effective classroom management through:

* **Efficient use of time:** the teacher takes time before school starts to create routines and procedures which saves them time in the long run. When the children 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. The students know and get their planners out, write in homework assignments and gather all of their materials at the end of the day. For example, he can get his kids out the door faster at the end of the day when you train them how to do things each part of the school day, he don't spend as much time giving directions.

***Consistency.** A teacher with strong classroom management skills creates consistency for his students. The students know what to expect every day when it comes to the routine activities.

They may fare better when you are gone if you have set expectations for everyday tasks. They know how the classroom runs so they are able to help the substitute run the classroom. For example, if the students know that they are supposed to enter the room and start working on a problem before your arrival, a substitute does not have to spend his time corralling the kids or trying to keep them occupied while everyone arrives. (<http://www.ehow.com/>)

***Create an Inquiry-Based Classroom Environment.** If students are to lead the way to learning, they need to be able to ask questions and then find the means to answer them. Students (and teachers) need to ‘wonder out loud’ as they encounter new information. An acronym KWL chart (What do you know? What do you want to know? What have you learned?). This can guide students toward true self-motivational learning.

***Encourage Creativity.** Teachers should encourage their students to be creative throughout each lesson. Creative activities allow students to express what they have learned in a new way. These synthesizing and personalizing of knowledge consolidate learning and create an experience that remains with students long after the class. It concretizes the lesson taught (Nicholas, 2013) <http://www.teachthought.com/learning>

***Collaborative teaching.** The use of collaboration by the teacher makes a healthy active classroom which results to a sharing classroom. Students are social being, and even more so in a language class. The teacher should find every opportunity to allow students to form pairs and small groups. This not only encourages the development of speaking and listening skills, but also teaches students how to effectively achieve goals together. (Nicholas,2013) <http://www.teachthought.com/learning>

Other ten effective classroom management strategies as identified by Eyster and Martin (2016) include:

>Effective classroom management is based on a learnable set of skills. The ability to manage a classroom is an inherent trait. Teachers can acquire the skills necessary to successfully manage a classroom. Students are hardwired to test their teacher, but they want the teacher to pass the test, according. *Successful Classroom Management* offers methods for preemptively establishing order and expectations, addressing transgressions, enlisting parental support, and using the disciplinary hierarchy. Creating a positive tone and multi-step approach to discipline are designed to avoid or resolve issues before a punishment—such as detention or suspension—is warranted.

> Establish a positive relationship with the class. Teachers should expect that some students will test them by misbehaving. When they do, isolate the tester, not yourself. It’s important to stay united with the rest of the class. Do not generalize unconsciously because it may be a very small number of them who are actually out of control, but a significant number of them want to get work done.

> Praise is a powerful tool. Praise can be used to transform a student’s image, uplift the entire class, and reinforce the values you seek to promote in your classroom or school community. When praising students, it’s important to be specific and encourage behavior that’s repeatable. “If you praise a child for coming up with a great quote in an English paper, and you do it personally to them in writing at the bottom of the paper, or personally privately, or publicly in

front of the class, that child is never going to turn in a paper again without being conscious of choosing a good quote. It creates a template for their behavior moving forward.

> **Welcome feedback from your students.** Eliciting feedback can entail asking a simple question such as, “So how was the homework last night?” Or it can involve handing out a survey posing questions such as, “What do I do well that works for you?” and “What do I need to know about your learning style to teach you more effectively?” Distributing individual, written surveys once or twice a year, and asking verbal questions about homework and tests to the entire class on a regular basis.

> **Create a safe learning environment.** A teacher should establish a classroom culture in which students are required to respect one another. A respectful, safe environment is one in which students are listening to each other and responding to each other, posing open-ended questions that encourage a dialog among the students. But most importantly, teachers should never tolerate mocking, cruelty, impatience or disrespect directed at a classmate

> **Variety is the key to engaging students.** In Successful Classroom Management, teachers can incorporate lectures, small group projects, role-playing, journaling, fishbowl discussions, skits, partner discussions and debates into their lesson plans. Variety adds pep and energy to a class. Beyond that, it also allows different children to shine. Teachers who have been teaching the same subject or grade level for years can maintain their interest by varying their lesson plans and teaching tactics.

> **Establish the expectation that everyone must participate in class every day.** It is important to understand that speaking is a critical life skill, and it only improves with practice. Informing students early that they will be expected to participate every day. Offering positive feedback about a student’s comment can encourage future participation, particularly among shy students. Praise that is given to them when they do come forward with a thought can really make a transformative difference.

> **Assessments should look forward, not back.** The purpose of assessments should be to redirect a teacher’s energy toward the gaps in student learning that are revealed. But often teachers record a student’s grade and move on. Teachers have the possibility to change the way they record information. The simplest thing to do is to require every kid on every test to correct every problem.

> **Parents have two main expectations of teachers:** Are you a professional? And do you care about my child? To convey professionalism, stay organized. “The disorganized teacher will say they’re going to send something home Thursday and forget, or they’ll leave off a page on the homework.” Before interacting with parents, “Make sure you do your homework and know the child,” In addition, calling or writing a parent to give them positive feedback about their child demonstrates you care about their child and you’re a professional. “One of the most powerful things you can do is recognizing the power of praise.

> **Indicate to parents the potential for growth in their child.** When parents defend and excuse their child’s unacceptable behavior, express a positive view of the child. “You can change the tenor of the conversation with the parents by offering the following example: “When I think of

your son or daughter, I don't think of a mean-spirited child, instead I think of somebody who's able to make people feel good about them. Indeed, teachers have the ability to positively influence a child's personal growth. One of the most important things we can do as teachers is to do develop, communicate and preserve positive reputations for our students.

Principles of Teaching

Principles are intended as a guideline in the education setting intended to be followed by teachers to improve teaching and learning especially in higher education. Checkering & Gamson (1987) identified seven principles for good practice in undergraduate education amidst other principles identified by others. They include:

> **Encourage contact between students and teacher.** Building rapport with students is a very important the contact b/w teachers and students are vital to the students success. One of the main reasons for students leave school is the feeling of isolation that they experience. The concern shown will help students get through difficult times and keep working. There various avenues that faculties could follow to open up the lines of communication which include know your students name, help students with problems in their extracurricular activities, personalize feedback on students assignments, seek out student u feel are having a problem with the course or are frequently absent share personal experience and values

> **Develop reciprocity and cooperation among students.** When students are encouraged to work as a team, moral learning takes place. Characteristics of good learning are collaborative and social, not competitive and isolated. Working together improves thinking and understanding.

> **Encourage active learning is an active process.** Students are not able to learn much by only sitting in the classes listening to teachers, memorizing pre-packed assignments, and churning out answers. Ty must be able to talk about it, relate it to the past experiences, and apply it to their daily lives. Students need to make learning part of them.

> **Give prompt feedback.** by knowing what u know and do not know gives a focus to learning I order for students to benefit from courses, they need appropriate feedback on their performance. When starting out, students need help I evaluating their current knowledge and capabilities. Within the classroom, students need frequent opportunities to perform and receive suggestions for improvement. Throughout their time in college or universities career, students need chances to reflect on what they have learned, what they still need to know and how to assess themselves.

> **Emphasize time on task.** Learning needs time and energy, efficient to maintain management skills are critical for students. By allowing realistic amount of time, effective learning for students and effective teaching for faculty are able to occur, the way the institution defines time expectations for students, faculty, administrators, and other staff, can create the basis for high performance from everyone.

> **Communicate high expectations.** Expect more and you will get it. The poorly prepared, those unwilling to exert themselves, and the bright and motivated all need high expectations.

Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high standards and make extra efforts.

> **Respect diverse talents and ways of learning.** There are many diff ways to learn and no two people learn the same way. Students bring diff talents and learning styles to the classroom. Students that excel in the seminar room may be all thumbs in the lab or art studio and vice versa. Students need the opportunity to show their talents and learn in ways that work for them. Then, they can be guided into new ways of learning that are not as easy for them.

Characteristics of Teaching.

Good teaching by a teacher affects eternity; he can never tell where his influence stops. Every teacher wants to be a good teacher, but what is this myth about being a "good teacher"? Who is it? What are the characteristics? And how can you become one? Teaching jobs are often lucrative and satisfying for people who love to teach and are loved by majority of their students. Adams (2016) identified some relevant characteristics a person who involved in a teaching job should possess to become a very good teacher with large fan base to be:

> **Friendliness and Congeniality.** I think the most important characteristic of a good teacher can have is to be friendly and congenial with his students. It is a plus if his students can share their problems with him, without being afraid or hesitant. I think students have always thoughts of their teachers as their enemies (in a funny sense though: p). With this mentality, they can never be close to each other, and besides that how many teachers did you like who were NOT friendly, and were rather arrogant and rude?

> **A Good Personality.** A good teacher has a very good personality; there is no second thought about it. Students always get attracted to teachers with good personality which leads to better communication, understanding, and ultimately good results. Everyone can have a good, decent, likable, and presentable personality. Just dress sensibly well, smell good, and be a little gentle and kind. That's all.

> **Deep Knowledge and a Great Education.** Another important characteristic of a good teacher is his knowledge and own education. There is a saying that 'a teacher is only as good as his knowledge is.' After all, he is doing a teacher's job, which is to teach. If he himself lacks in the knowledge of a certain subject that he teaches, he is never going to make a name for himself. So, sign up with only that subjects which you have really good expertise; and it is a moral duty too. Otherwise, it is not worth it.

> **A Good Communicator.** One of the very important characteristics of a good teacher is his communication skills. He should be a very good speaker. This characteristic will provide benefits in several ways. For example: If his communication skills are good, he can convey his lectures with better skill and results. If he is a good speaker, his class strength increases automatically. People love to hear a person who he can speak well enough. There is always a shortage of good speakers in the world ;)

> **A Good Listener.** Apart from being a good communicator, a good teacher should also have the characteristic of being an even better listener. As there is Turkish proverb: «If speaking is silver; then listening is gold." Remember, a good listener will always have many friends and

fans. Because people do not want to hear every time, they need people who can listen to them as well. And when a good teacher develops this patient quality in him, he starts to become a great teacher.

> **A Good Sense of Humor.** A good teacher should also have the quality and characteristic of having a good sense of humor. It is a logical fact that a person generally teaches the next generation and as they are younger than the professor, they are expected to have more fun in the class too. So, a good teacher is the one who can keep up with his sense of humor, and with his strong communication skills and personality, can also maintain the discipline of the class.

> **Kindness.** The last but obviously one of the most important characteristics to have in his box of qualities: he should be a gentle, kind, chivalrous, and benevolent person. Students should love him, and when they do love him, they idolize him. Then ultimately, they will respect him, will do the homework, and eventually will bring greater outputs and results.

Ethics of Teaching

Ethics simply means the ability of knowing right from wrong. (Mbgodile, 2004) sees ethics as typical character or attitudes of a particular group. Ethics can also be defined as acceptable character of an individual or a group of people which portrays their image or way of life. Nwosu, (2013) acknowledged that the Nigeria Teachers Service Manual (1987) in section 5 subsections 1 and 2 clearly prescribed a code of conduct for teachers. Before then however, the Nigerian Union of Teachers founded on 8th July, 1931 came up with the code of ethics in teaching profession to include that the:

- > Personal life of the teacher must be exemplary
 - > contract should be fully executed both in spirit and in letter of law
- > Primary consideration of the teacher at any time should be on the welfare of the pupils/students entrusted to his care.
- > That any teacher on leaving a position should leave enough records and information for the guidance of the successor
- > Relationship between co-workers should be characterized by the spirit cooperation
- > Members of the teaching profession should avoid gossip and petty criticisms
- > Members of the teaching profession should not permit pupils/students to make derogatory remarks about other teachers
- > Teachers should not make derogatory remarks about the teaching profession
- > Teachers should not apply for a position that they are not qualified for
- > Teacher should defend members of the same profession when they are unjustly attacked or treated.

CONCLUSION

Classroom is a very important physical plant designed to achieve quality teaching and learning for the improvement of standard in education. It is characterized by high expectations, excellence, standards and caring environment. It is specifically meant for special qualitative interactions, facilitation and pedagogical instructions between the teachers and the students and where it fails, destructiveness sets in. This distractive environment has greater influence on participants regardless of how the students are organized for learning or what educational

philosophy and pedagogy teachers espouse. Classroom learning friendly environment promotes high academic learning, experience, satisfaction, morale tone of the learner and attainment of goals in higher education. This can only be achieved through effective classroom management. 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 student's background (i.e. ideas, goals, socio – economic, preferences, abilities and religion etc.). These make teacher's role more challenging. The classroom teacher must be skillful in learning management in order to succeed. The aim of classroom management is to maintain positive, productive and friendly learning environment. This is very necessary because there cannot be effective teaching and learning process without an effective classroom management. More critically teachers should exhibit characteristics of good personality, deep knowledge and good education, good listening skills and humor together with kindness in their classroom for effective management. It is the duty of teachers to make use of teaching principles and ethics of teaching profession to improve classroom management. If teachers join in this effort of classroom management effectiveness, it will serve as a panacea for enhancing students learning experience and satisfaction in higher education.

The implications of this study is that effective classroom management enhances students learning experience and satisfaction. It will have positive guide to the teachers, students, school administrators and government. It also indicates that optimizing classroom management with the required strategies and principles steps up students' performance, facilitate teaching and learning and hence create room for higher students' learning experiences and satisfaction. This study will also help teachers to imbibe and exhibit characteristics of effective classroom management by adhering to ethics of teaching which goes a long way to aid effective classroom management.

Recommendations

Effective classroom management is a panacea for enhancing student learning experience and Satisfaction in higher education in Nigeria, on this premise, the researchers recommend that teachers should:

1. Be aware of the purpose of classroom management which helps them to work towards its achievement
2. Use effective management strategies as identified in the study
3. Adhere by the principles of classroom management
4. Imbibe and exhibit characteristics and qualities for effective classroom management
5. Practice ethics of teaching which goes a long way to aid in effective management of their classrooms
6. Avail themselves opportunity to attend seminars, workshops and conferences on effective classroom management for updating of strategies which will go a long way to improve students learning experience and satisfaction in higher education in Nigeria.

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