



CLASSROOM MANAGEMENT: AN IMPERATIVE FOR EFFECTIVE TEACHING AND LEARNING BUSINESS EDUCATION COURSES IN NIGERIA

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ABSTRACT

Education is a key agent for change and prosperity of a nation. The main trust of this paper is to elucidate on “Classroom Management: An Imperative for Effective Teaching and Learning Business Education Courses in Nigeria” as it aimed in creating, inviting and appealing environments for student learning that are directly linked with academic achievement, teacher efficacy, and student behavior. It examine critically the concepts of classroom management and strategies for

INTRODUCTION

A well-managed classroom is a key aspect of effective teaching and student learning because in a formal education settings, classroom is the place where teachers have to exhibit their talent for the training of their students. This can be achieved when positive classroom environment is established and implemented to enhance good teacher-student relationship that can lead to an effective teaching and learning business education, (Wubbels, et al, in Kumar, & Liu, 2019). The author added that, the effectiveness of teachers’ actions on the achievements of their students as twice of the effects made by other factors, for instance curriculum, school policies, assessment, and cooperative behaviour of colleagues. Tukur, (2010) ‘revealed that a poorly managed and chaotic classroom is not fit for teaching and student learning.’

The school stands as the central tool that education can use to achieve sustainable development. It is worthy to notes, classroom is characterized with size, colour, furniture arrangement, light and air when put to use effectively contributes to teaching and learning business education courses in Nigeria (Khalid, 2013). Conversely, there are plans and many other things as indicators inside and outside the classroom which influence directly or indirectly teaching and learning process of business education courses in Nigeria. Sasson in Bagudu and Joshua, (2011) are of the opinions that, an effective classroom plan usually has 90% classroom management and 10% teaching new materials.



Therefore, teacher has autonomy to plan, arrange and manage all the things in the classroom and provide opportunity for learning as contained in the school curriculum.

Effective classroom management is important because it establishes and sustains an orderly environment in the classroom, it increases meaningful academic learning and facilitates social and emotional growth, it decreases negative behaviours and increase time spent academically engaged (Zita, 2020). It is a key concept for success of a teacher in a classroom where the teacher create a culture for an effective teaching-learning and implementing some sort of regulations and discipline in the classroom. Tukur, (2010) opined that, 'classroom management may not only maintain discipline in the classroom against non-accepting behaviors but is multidimensional in nature as it involves both planning and execution of activities' likewise, is a projects in the classroom for effective teaching and learning business education courses. This can be best explain in a very broad and inclusive term that refers to the full range of things teachers do to organize students, materials, space, and time for effective teaching and learning of business education courses in Nigeria.

Classroom Management Concepts

The concept of classroom management is a comprehensive term for a variety of teacher actions designed to facilitate teaching and learning in the classroom. Umoren in George, et al, (2017) reported that. 'the concept is broader than the notion of student control and discipline, it includes all the things teachers must do in the classroom to foster students' academic involvement and cooperation in classroom activities to create conducive learning environment.' Although definitions of classroom management vary, as general consensus regarding the specific facets of the construct has not been reached. Kumar, and Liu, (2019) described the term "classroom management as a process of developing an environment which is appropriate for the student learning, their social as well as self-regulation". It implies the prevention of disruptive behavior or actions taken to create and maintain a conducive teaching and learning environment for successful instruction. Dennis et al, in Khalil, (2013) described classroom management as a system in which institutions uses to address all elements of the classroom (students, space, time, materials, and behavioral rules and procedures) that enables the teacher to reach optimum levels of instruction and establish a foundation for student learning. Brophy in Hanke, Truus, Hester, Mechteld and Simone (2014) maintained that, 'classroom management encompassed arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities'. The authors, further observed and pointed out that, all the practices and procedures that a teacher applies to have a good classroom environment in which instruction and learning can take place and in related agreement to this assertion Doyle in Grapragasem, Krishnan, Joshi, Krishnan and Azlin, (2015) has identified two major tasks that teachers have to shoulder while managing the classroom. These are to:

1. Facilitate learning among students,
2. Establish order within the classroom so that learning can take place.



Therefore, the above revealed the two major tasks that are interdependent and promote the teaching and learning process with orderliness. This also brings about environment conduciveness in engaging students to actively participate in learning activities in the classroom. Wong and Rosemary in Mohammad, and Bafrin, (2016) observed that, 'classroom management includes all the things that a teacher does to organize students, space, time and materials so that instruction in content and student learning can take place. While, according to Williams in George, Abisola and Adam (2017) argued and maintained that, the classroom management must encompasses how the teacher works, how the class works, how the teacher and students work together and how teaching and learning takes place.

Classroom Management Strategies

Classroom management strategies are the tools used by teachers for maintaining a good environment in the classroom and were found in some literature to includes, communication skills; student management skills; content management skills; time management skills; and pedagogical skills (Ahmed, et al; Kennedy; in Nauman, 2020). The author added that, for classroom management to be successful, there is need for planning of classroom activities, establishing rules and developing ways to enforce the rules should be incorporated by the teacher in the classroom and for the rules to be effective, students need to be treated with respect, which is also an essential part of classroom management. In concord to the above stated strategies, Lane et al. in Kumar and Liu, (2019) believes that, there is a huge difference in the strategies for controlling the behaviour of the students and some time it respond to their behavioural problems. The authors categorize strategies as a good in student-teacher behaviour, group discussion engagement, motivation towards studies, appropriate positive intervention plans and some positive strategy which has good interfacing between the teacher and the student is called the preventive strategies.

Consequently, in case the classroom management strategies failed to control the class, the teachers can choose any of the two strategies: reactive or preventive strategy. The reactive classroom management strategies is a type of strategies that used respond to problem behavior as in disciplinary interventions such as giving warnings or punishments. The reactive strategy is also used for social dynamics and interpersonal relationships. It is felt that teachers have to spend most of the class time in handling with disciplinary issues. Khalid, (2013) opined that, 'one of the best proven ways of establishing and maintaining discipline in the classrooms is for the teacher to conscientiously prepare and teach his lesson'. Okwudishu; Akpomi; in Joy, Margaret and Ndubuisi, (2014) argued that, "disciplinary or behaviour control techniques are in the end less effective as they do not promote the development of a self-concept or a degree of responsibility and autonomy." In this aspect the author generally assumed that preventive strategies are more effective than reactive strategies. The reactive strategies are sometimes needed to reduce disruptive or other undesired student behaviour when preventive strategies do not work and any strategy applied would be effective for teaching and learning business education courses in Nigeria.



However, some of the disruptive behaviour that affect teaching and learning business education courses in Nigeria are issues of student absenteeism, lack of teacher training, personal factors such as family problems, domestic reasons, feelings of inadequacy and financial factors, other factors such as time management, demographics of the students, lack of student motivation and large classroom size that create classroom management quite difficult, (Chaudhry, et al; Abdullah & Ikram; Matus; Sasidher, et al in Nauman, 2020).

Effective Teaching and Learning

Teaching and learning are easier in a well-managed classroom where students are expected to succeed. It will be ineffective when teacher fails to actively involve students in their learning, they become restless and classroom management becomes increasingly difficult. Peace, (2002) observed that, for teaching and learning to be effective, teachers should:

1. Understand students' level of knowledge and design lessons to fit students' abilities.
2. Clearly state the learning objective for the lesson. When students are told the objective, they know what they are responsible for learning.
3. Break concepts and skills into small digestible learning chunks, so that no more than two or three new ideas per lesson.
4. Structure lessons so students experience a variety of instruction methods and to accommodate different learning styles and maintain students' interest. Change the type of activity during the lesson to help students concentrate more effectively on each task.
5. Pace instructions to allow students the time they need to achieve learning objectives.
6. Use visuals (graphic organizers, maps, word webs, drawings, pictures). Students may understand visuals better than words, especially when the teacher and student have different first languages.

Consequently, the effectiveness of teacher is linked mostly to the functions of classroom management as to ensure an environment and the culture within the classroom which helps to make teaching effective and the learner to gain knowledge and skills in a supportive atmosphere.

Classroom Management and Learning Environment

The Glossary Educational Reform (GER) (2014) described learning environment as “the diverse physical locations, contexts, and cultures in which students learn....” Learning environment greatly affects students and their learning; it is also an extremely important part of classroom management. Chandra, (2015) opined that, “proper classroom management leads to class control and conducive teaching-learning environment.” The learning environment is the way the classroom works (Zita, 2020). *The term is often used as more accurate or preferred alternative to classroom, which has more limited and traditional connotations a room with rows of desks and a chalkboard.*



However, learning environment that promote classroom management are categorize into two; the physical environment as well as the social environment within the classroom. The physical environment includes physical aspects such as desk arrangement, decorations, lighting, and temperature. While, the physical resources/environment are those things that promote learning include the following:

Classroom: classroom as an essential physical facility that aids to effective instruction and it hold that students learn better when they have to explore an environment that is rich in materials. Teachers can only teach and manage his class effectively if the facilities are adequate and of high standard.

Instructional Materials: The provision of instructional materials by the teacher will enable him/her to teach and manage the class effectively. According to Omabe (2009), instructional materials help the teacher to increase his students learning experiences as students learn with materials, they become conversant with many issues or ideas. Through the use of instructional materials, the teacher gathers more information about his or her topic of discussion, which makes his lesson delivery easy and appropriate.

Concept of Business Education Courses

Education is a key agent for change and it considered as a basic human right in the civilized world. All states are struggling for the teaching and training of their young ones. In teaching learning process teachers are enjoying a pivotal position with their expertise and knowledge of latest techniques to train students matter a lot in their job routine. Business education is an educational programme that prepares students for entry into advancement in jobs within business (Popham, et al, in Innocent, Joseph & Vin-Mbah, 2015). The authors disclosed that, business education as an education that prepares students to handle their own business affairs and to function intelligently as consumers and citizens in a business economy as a result of classroom management that affect the teaching and student learning in Nigeria.

Moreover, according to James and Robinson, (2017) identified some of the business education courses offered in various institutions of learning to comprised office practice, book keeping, business mathematics, business communication, secretarial duties, word processing, and advertising. Ukata, Wechie and Nmehielle, (2017) reported that, 'business education courses covered all programme in which course content are derived from business management, business administration, secretarial administration, secretarial education, accountancy education, communication skills and many more'. This can be implied as educational courses with theoretically and practically that prepared the learner with the required skills needed at the global workplaces. All these can be achieved where there is adequate classroom management. Business education at the tertiary level has educational objectives of:

1. Empower students with desirable skills, knowledge and value to perform specific functions so as to become self-reliant.
2. Help students appreciate the world around them and contribute maximally to the social and economic development of the nation.



3. Develop student's intellectual capability that would help them make informed decisions in all sphere of life.
4. Help students develop proper values for the achievement of healthy living and growth of the nation.
5. Understand the political framework of a nation so that students can contribute to the national and economic development of the nation (Njoku in Innocent, et al, 2015).

The Needed Qualities for effective teaching Business education courses

The quality needed should be a standard of something that is compared to other things or is a degree of goodness or excellence, (Amoor in Rotua, 2017). The author added that, business education quality means the ability of the teacher to raise students' performance on tests as well as skills and also work well with other educators and school management staff for the purpose of raising the performance of the students while, Teacher quality is an important determinant of students' outcomes as attributed to business education teacher who possess the following quality

1. Mastering of the subject.
2. Cause learning or inspire people to learn.
3. Role model (of a leader) and must develop leadership qualities in his students.
4. Person of integrity, an adviser, a guardian as well as custodian of discipline.
5. Stimulate students to undertake various activities, which result in learning.

James, Pamela and Jennifer, (2020) argued that, 'the qualities for teaching business education courses linked to classroom as the classroom environment is influenced by the guidelines established for its operation, its users, and its physical elements.' Teachers often play a little control over issues such as temperature and leaky ceilings, but they greatly influence the operation of their classrooms and definitely for teaching business education courses, the teachers should expertly manage and organize the classroom and expect their students to contribute in a positive and productive manner.

Effective Classroom Management

Business Educators have always rated discipline as one of the most serious obstacles in promoting effective teaching and learning business education courses in Nigeria. However, proper used of CM leads to class control and conducive teaching learning environment. Joy, (2014) asserted that, 'an effective classroom management involves clear communication of behaviour and academic expectations as well as a cooperative learning environment. The most function of CM is to ensure an environment and the culture within the classroom which helps the teacher to make his teaching effective and the learner to gain knowledge and skills in a supportive atmosphere and it is reasonably to notes that function of CM as to the background and the values of students to business education course are not the same because the learners different set of values and possessed different cultural background



(Sobel, et al, in Bagudu & Joshua, 2011). Therefore, the environment of the classroom and the instructional management techniques used by the teachers would be an effective tool for teaching and learning business education courses in Nigeria. Joy, et al, (2014) observed that, 'a teacher needs to be prepared for teaching with techniques ranging from a counseling approach, focusing on understanding and mutually solving problem to behaviour modification or ignoring inappropriate and reinforcing appropriate behaviour'

Conversely, research conducted by Youki, (2019) argued that, 'for a classroom management to be effective, the teacher need to establish a positive relationships with his students.' According to author the goal is to ensure all students feel a sense of belonging that is characterized by trust, connection, and understanding, and this can go a long way for students with learning or behavioral problems, cultivating positive relationships provided "protective effects" that helped them stay focused on learning. He identified some positive relationships, teachers can establish:

1. "Bank time" with students: Schedule one-on-one meetings with students to get to know them better. The goal is to "make deposits into the relationship" to help ease conflict in the future if you have to give constructive feedback or address disruptive behavior.

2. Encourage student-led activities: Students feel more invested in their learning if given opportunity to share their interests. Teachers can step aside, be supportive, and listen.

3. Welcome students into the classroom: Activities such as positive greetings at the door and icebreaker questions help create a warm classroom culture.

4. Use positive communication techniques: Open-ended questions, reflective listening, and validation statements, expressions of enthusiasm or interest, and compliments help students, especially shy or introverted ones ease into classroom discussions. Conversely, classroom management to contributes to an effective teaching and learning business education courses has plainly explained as the actions teachers take to create a supportive environment for the academic and social- emotional learning of students (Evertson & Weinstein in Hanke, et al, 2014). The authors describe five types of actions and in order to attain a high quality of classroom management, teachers must:

1. Develop caring, supportive relationships with and among students
2. Organize and implement instruction in ways that optimize students' access to learning. The importance of developing favourable teacher-student relationships is also expressed in this regards.
3. Encourage students' engagement in academic tasks, which can be done by using group management methods (e.g., by establishing rules and classroom procedures
4. Promote the development of students' social skills and self-regulation. This is by making students responsible for their behaviour.
5. Be able to use appropriate interventions to assist students with behaviour problems.

Therefore, the last two actions as proposed when effectively implemented in classroom improves student behaviour. Notwithstanding, classroom management is an ongoing



interaction between teachers and their students. A great philosopher like Plato's believed that, teaching is not controlling, but rather working with the students to learn, grow, and succeed together through

1. Having strong student-teacher relationships with students,
2. The classroom will be a place for each member to express their feelings and work together.
3. Academic success depends on these close relationships and guidance that teachers and students have with one another.

The Components of Classroom Management

Classroom management can be very taxing, especially for novice teachers. It is much easier to learn if you know how to break it down into smaller components. A study conducted by Hue, and Li, (2008) identified four major components of classroom management to includes.

Management of the physical environment: According to the author, teachers need to create the best possible physical environment to ensure that their students have a comfortable and pleasant atmosphere in which to learn business education courses. However, the physical environment of a classroom which teachers have to considered are classified in six facet in order to provide a pleasant place for learning includes: floor space, wall space, countertop space, shelf space, cupboard and closet space, and the general ambience

Management of learning: This factor the teachers must prepare learning objectives, select content, prepare teaching and learning materials and design activities with the goal of devising a curriculum that meets their students' diverse needs in the subject of studies like the business education courses.

Classroom procedures and rules: The facts that, teachers have to set guidelines for the smooth and efficient running of classrooms as these are important for conveying their expectations, for establishing classroom norms and for "house-keeping" purposes. This very factors are subdivided into two major goals of classroom management, (Eggen & Kauchak in Hue, & Li, 2008). These are:

1. To create a learning environment which is conducive to learning;
2. To develop in students a sense of responsibility and self-regulation in maintaining it

Managing discipline: This is kind of guidelines which teachers need to set up a discipline system to deal with difficult and bad behaviour in the classroom. However, the academic achievement, teacher efficacy, and teacher and student behavior are directly linked to school and classroom management for effective teaching and learning business education courses in Nigeria. In another perspective, there are also three major component that directly dealt with discipline problems either on an individual basis (between teacher and student) or by group problem solving (class meetings). Moreover, the above disciplines can be further contains the *content management, conduct management and covenant management*. Therefore, the three strategies for discipline as in classroom management are explained thus:



Content management: This factors lays emphasis on teachers managing the space, materials, equipment, and the movement of people and lessons that make up a curriculum or program of studies for instance those skills as in business education courses in Nigeria that cut across subject and activities and it does not refers to the skills peculiar to teaching and learning a particular subject. The content management stressed the core instructional management as it gaining and maintaining student cooperation in learning activities. Kounin in Grapragasem, et al, (2015), “places a special emphasis on instructional management skills, sequencing and integrating additional instructional activities, and dealing with instruction-related discipline problems”

Conduct management: This component is maintained through the establishment of rules and guidelines of behavior. Three to five rules for appropriate behavior seem to be the ideal numbers. How these rules are established depends on grade level, the teacher’s philosophy of classroom management, and what is considered acceptable behavior in the school (Hanke, et al, 2014). Rules and procedures must be taught so that students know how to succeed in the classroom.

Covenant management: This very component has to do with managing relationships, having highly developed communication skills, and knowing ways the combined effects of content management and conduct management will influence interactions in the classroom. The relationships teachers are able to build with students, their parents, and the other teachers and staff in a school often provide a safety net when management problems arise.

Conclusion

This paper has particularly focused on the classroom management as it can be employed for enhancing teaching and learning with emphasis to business education courses which should be based on societal needs, hence curriculum content for effective teaching and learning should go beyond the school environment into the society. The teacher should organize a pleasant classroom atmosphere. The paper also identify the classroom management strategies that helps in understanding how the strategies and different techniques associated with them work in the dynamic circumstances and conditions of a classroom as it can be made viable and psychologically pleasant through the display of colours, posters and teaching aids. The emphasis should be how much the learning environment contributes.

Classroom management contributes to an effective teaching and learning business education courses as plainly explained the actions teachers take to create a supportive environment for the academic and social- emotional learning of students which brings forth training on the requirements of specific and available jobs based on the commitment of teacher in delivering the courses (business education). The paper identified business education courses as an education that (theoretically and practically) prepared the learner with the required skills needed at the global workplaces.



Recommendation

1. The government and stakeholders should create an enabling classroom management environment in empowering desirable skills, knowledge and value to teachers and students to functions so as to become self-reliant.
2. Classroom management should be built on developing student's intellectual capability that would help them make informed decisions in all sphere of life.
3. Teaching and learning business education courses should focused on students to appreciate the world around them, so as to contribute maximally to the social and economic development of the nation.

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