EDUMALSYS
Journal of Research in Education Management

e-ISSN : 2988-1188
p-ISSN : 2988-1196

Index : Dimensions, Scilit, Crossref, Garuda, Semantic, Google Scholar, Base, etc

https://doi.org/10.58578/edumalsys.v2i3.4057

Important Tips for Classroom Management: An Overview

Abdullahi Shehu Sokoto & Iliyasu Abubakar
Shehu Shagari College of Education, Sokoto, Nigeria
hehu.sokoto@gmail.com

Article Info:

Submitted:	Revised:	Accepted:	Published:
Oct 2, 2024	Oct 15, 2024	Oct 27, 2024	Nov 3, 2024

Abstract

Classroom is an avenue in learning and teaching; it is a great parcel of school where knowledge is taught. The objective of this paper is to form a review on classroom management (CM) with a view to reveal its importance and concepts. Under this, the concept of classroom management, classroom setting as part of classroom management, teaching aids as per classroom management, some challenges, and conclusion were discussed. It is significant to echo that, classroom management is certainly vital for running a class and achieving goals of education. It is all-inclusive, that all stakeholders should help in achieving classroom management.

Keywords: Class, Teacher, Teaching Aids, Learning, Funds, Video, Education

Edumalsys is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License

Introduction

Classroom is the principal workplace of a teacher. Classroom always contains teachers, students, priorities, facilities, etc. However, a teacher has to apply the various items in the class to achieve learning goals (Hazarika & Nasiru, 2020; Rabia et al., 2023). Management is a process consisting of activities that wet some strategies to systematically exploit an organization in a coordinated efforts, employees for objectives achievement (Kaur & Pahuja, 2019; Hazarika & Nasrin, 2020). George et al., (2017) highlighted that classroom management (CM) is a variable that influence students academic performance. Effective CM is a real reason that sets teaching stage, and assist learning. It helps in capturing students attention to learn. A classroom that is chaotic or disorganized lead to poor CM and consequently exerts negative effect on learning (George et al., 2017).

Poor CM lead to a class that is noisy, rowdy, chaotic, having students exhibiting unruly attitudes such as noise making, sleeping, physical violence, verbal violence, late coming, eating, etc (George et al., 2017). The poor CM surely lead to disruptive behaviors that disorganize and impede learning (George et al., 2017; Chika & Chinyere, 2019; Ramzan et al., 2021). CM is a principal tool or teaching skill aimed to provide conditions to achieve efficient teaching and optimal level of students learning (Zainuddin & Hardiansyah, 2023). Teacher must serve professionally in a demanding arena of school, craving for use of effective classroom management. Teachers perform guidance, teaching, directing, assessing, training, and evaluation of learners (Tufail et al., 2023; Abubakar et al., 2024). The objective of this paper is to form a review on classroom management (CM) with a view to reveal its importance and concepts.

Classroom Management

Classroom management is pertaining the coordination of human and material resources for better and effective teaching and learning atmosphere in the classroom. It is a bit process of integrating effectively teachers qualities, efforts, and techniques so that learners can properly learn without much interference. All the administrative, and professional measures taken in order to have conducive learning atmosphere in the classroom refers to classroom management (Adzongo & Olaitan, 2019; Sarkingobir et al., 2023a).

Classroom management is an orderly control of students, teaching aids, students, so that desired learning objectives are achieved in order that academic performance of students is

boosted. It is really, a planning approach, management approach, implementation approach, organization approach, of the classroom due to the effects it exerts on conducive learning (Adzongo & Olaitan, 2019). Classroom management may be regarded as a genuine process that consists of organizing academic tasks essential for effective learning in a given set up. Classroom management is a sum of actions taken by a teacher to ensure that there is an environment supportive for learning, academic processes, social, and emotional learning among students (Sharma, 2017; Adzongo & Olaitan, 2019). Umar & Alkanchi (2023) linked classroom management with the quality of education being delivered. They reported in their study that, the needs for emphasizing much on classroom management especially on the authorities' concern. Adzongo & Olaitan (2019) stated strongly that, classroom management is connected with the quality of education. George et al., (2017) in a study in secondary schools in Akwa Ibom Nigeria, show that students differ in their academic performance according to different types of methods involved in classroom management. Thi & Nguyen (2021) show that classroom management using authoritarian style affects academic achievement in students learning English language.

Advantages of Classroom Management

Classroom management is solely to help in establishing a conducive avenue for learning process to take place, a learning free of rancor, and disorder. Specifically, classroom management advantages are as follows:

- It makes the classroom learning effective and in smooth fashion. This occur because classroom management checkmate interference in order to allow good communication between the learners and teachers
- It assists in arranging human, and material resources present in the classroom for an optimum learning
- It assists in building students characters, by keeping disciplinary measures intact in order to curb indiscipline among students
- It helps to create an ideal leaning avenue that support students to participate actively in learning process
- It assists the teaching and learning to achieve objectives and goals without wasting resources

- Determinants of effective classroom management (Sharma, 2017; Adzongo & Olaitan, 2019; Umar & Alkanchi, 2023).

Teacher as Major Component of Classroom Management

A teacher should arouse the attention and interest of students - The teacher should make sure that he elicits the mental focus of students towards learning by following certain methods. In doing that, a teacher uses a good introduction linking the entry behavior and current lesson. For instance, by using a means to previously explained the last lesson or ask few questions. Systematic presentation of lesson elicit attention, such as starting the lesson from known to unknown (simple to complex). Encouraging students to participate in the lesson is a good motive that elicit students interest in learning. Moreover, utilization of variety of lesson methods (including teaching aids) arise students interest and attention (Andrin et al., 2020; Tufail et al., 2023: Sarkingobir & Bello, 2024).

A teacher should motivate students to learn. Motivation is a driving force that arouse interest in learning. Motivation may be internal or external, therefore, a teachers role is to push forward the external motivation to the students. Tips for motivating students include many things. Firstly, a teacher should have good characteristics that are morally and academically sound by exhibiting professionalism at all costs. Secondly, the teacher has to demonstrate commitment and enthusiasm to his job. Teacher that show lackadaisical attitude towards his job encourage students to behave in such manner. Thirdly, teachers should be sympathetic and warmly to the students. He should comprehend students feeling and console him, and provide support needed. Fourthly, students learn well if the teacher motivate them using expectation. The students are social beings will try to live up to the expectations of the teacher provided they are capable (Larasati et al., 2019; Alessa & Hussein, 2023).

Good classroom management is a principal tool for success of any class whatsoever, however, the major determinants of classroom management include, the teacher, physical classroom environment. Teachers role in learning activities has been surveyed by Kaur (2019). Esmaeili et al., (2015) outlined that, teachers authority lead to high rank of students learning. Larasati et al., (2019) in an Indonesian survey show that, a teacher is responsible for training, guiding, evaluating, educating, and teaching students.

A teacher is a person that serve as an instructor in learning and teaching interactions. A teacher serves a major role in ensuring discipline and order in classroom (Ordu, 2021). He is the major administrator in learning and instructions processes, he has to plan, execute, and assess a teaching activity, therefore, he has to be very careful and orderly owing to his great impact on classroom management. A teacher shall exercise his authority properly. Authority is the power of the teacher to ensure obedience and compliance to classroom and school rules and regulations (Kaur, 2019). For a teacher to have authority he must ensure the followings:

- Dignity - A teacher shall uphold his dignity by not going lowly in a way that undermines his job, and on the other hand he has to be very careful not to be arrogant or violent to the learners. Unnecessary interactions, arguments, physical interactions should be shunned by the teacher with a view to preserve dignity.
- Consistency - A teacher remains resolute and adamant on his manner and way of executing policies without being biased.
- Firmness - This needs a teacher to be speak and act to the students in decisive manner in issues pertaining class discipline
- Use of reward and punishment - A teacher should utilize punishment to correct student committing bad practices so that order is restored. Similarly, incentives can be used to the students who behave well in the classroom
- Efficiency is another important fact required by a teacher along the course of classroom administration or management. An efficiency means the teacher should serve his purpose. The following tips help the teacher to achieve efficiency:
- Organization - A teacher should be organized by arranging things in an orderly and tidy manner. Routines should be organized not chaotic, such as books, teaching aids, should be well-arranged
- Punctuality - A teacher should always be at class or duty in the right time without absenteeism or delay except unavoidable
- Knowledgeability- A teacher should try to understand the subject matter of instructions

- Preparedness - Planning of reasons or instructions within ample time will help in getting good learning outcome. Preparedness require planning, thought, brainstorming about teaching aids, teaching methods, and subjects
- Enthusiasm - A teacher should be interested in the subject of instructions or largely the teaching job, this will invariably affect his conduct in classroom management (Adzongo et al., 2019; Hazarika & Nasrin, 2020).

Nature or Physical Setting in Classrooms

A classroom is a renowned physical environment where teaching and learning are taking place. Therefore, the setting of a classroom is able to determine learning either positively or negatively (Andrin et al., 2020; Paul et al., 2020; Zainuddin & Herdiansyah, 2023). A classroom should have the following features:

- Ventilation - Ventilation allows sufficient air to circulate in the class, therefore making learning comfortable. Lack of ventilation easily lead to disease spread (communicable infections) and escalation of chronic disorders. Students and teachers in improperly ventilated class feel tired, psychologically unstable, bored, and in turn pay less heed to learning activities.
- Cleanliness - Cleanliness is ensuring that the class is free from waste materials that may endanger health, and as well affect concentration of teachers and learners. Cleanliness also ensure that disease spread and sickness are reduced drastically. Therefore, cleanliness also requires students to exhibit personal hygiene, let alone class hygiene.
- Class arrangements - A teacher should make sure that students sit well, properly, arranged, and organized. Some patterns for sitting in a class include, horseshoe, round table, cluster, and row pattern facing the board (Chika & Chinyere, 2019; Andrin et al., 2020; Miya et al., 2023; Sarkingobir et al., 2023ab; Zainuddin & Herdiansyah, 2023; Kaur & Pahuja, 2024).

Instructional Aids or Materials in Classroom Management

Ordu (2021) stressed that teaching and learning in this changing world is run through inputs factors (such as teachers, students, and materials); the process, and outputs of the learning. Therefore, stressed the use of aids such as objects, pictures, videos, internet, etc in order to help students learn. Kija & Msangya (2019) identified teaching and learning on their dependence on several types of equipments present in the classroom, stressing that their work indicates use of teaching aids as highly impacting on students' performance in Tanzania. Muhoza et al., (2023) show that use of teaching aids significantly affects students' performance in biology in Rwanda. Sarkingobir & Bello (2024) stressed the used of traditional teaching methods in learning and teaching of students at schools. Likewise, Ordu (2021) identified the utilization of methods such as discussion, and debates, in teaching in this changing world. Alessa & Hussein (2023) show that traditional and modern teaching methods were suggested by surveyed teachers in Jerusalem. Instructional materials refer to the teaching aids utilized to support the explanation teachers are making in the course of teaching. Teaching aids include the following:

1. Blackboard, a widely used in teaching and learning.
2. Bulletin board is used as an instrument to convey messages such as announcement to the students or teachers
3. Graphs are pictures containing data and diagrams used in communication in learning and teaching
4. Posters are designs giving information briefly in learning and teaching
5. Diagrams and sketched are representations revealing explanation about certain aspects of learning or teaching (Muhoza et al., 2023).

Types of teaching aids are as follows:

Audio visual are types of instruments aiding learning by application of hearing and seeing senses, example television, laptop, phone, film strips, sound projector. Advantages of audio visual include, ability to deliver lessons without not necessarily being physically around, delivering lesson to large number of learners, students can make their own audio visual presentation. Audio aids use only eat sense organ to deliver messages, for instance, reel-reel recorder, record player, MP3, radio. Advantages of audio aids include, they can be accessible everywhere or at any school, they are mostly affordable to all, they are simple in

operating, they are economical due to low cost (Kija & Msangya, 2019; Ordu, 2021; Umar & Alkanchi, 2023).

Visual aids are used with the aid of eyes sense organs, for instance, books, diagrams, charts, specimens, photograph, etc.

Nevertheless, instructional materials aid teaching, serve as medium for information passage, make lesson delivery simple, and quick. The following are other advantages of instructional materials:

- They yield practical sense of the taught message
- Encourage student to learn
- Help students to retain ideas
- Help students to be creative
- Help teachers in resolving difficult concepts
- Help teachers to resolve teaching difficulties such as public speaking phobia
- Promote group learning
- Promote individuals to learn (Thi & Nguyen, 2021; Umar & Alkanchi, 2023).

Teachings Methods for Classroom Management

Teaching occurs in multidimensional forms therefore there are methods of carrying out this great activity. Teaching methods are ways of conducting the teaching business by the instructors. The methods are systematic, effective, economical, and means of conveying knowledge to the students. It is important to note to that, methods are diverse, may be combined, and are subject to changes depending on certain factors such as nature of subject, nature of students, and objectives (Sharma, 2017; Ordu, 2021; Umar & Alkanchi, 2023).

Lecture methods is a means of passing information to students from the teacher to the students, the teacher talks and student listened attentively (and may take notes) (Waheed et al., 2022). Advantages of this means are:

- Teacher show major points to students
- Teachers provide prepared materials for guiding the students in an articulated format

- Students and teachers ask one another questions
- It is useful in covering an extensive subjects and large number of students
- It teaches uniform information to the learners
- The teacher has sufficient control of the message to pass
- It is cheap means of communication
- It is used majorly in senior students (Tufail et al., 2023).

Demonstration means an idea of using sight and hearing to teach students. The teacher will display teaching aids such as objects, explain the items displayed or methodology involved. It is a physical way of teaching students how to carry out activities. Advantages of demonstration are as follows:

- It is more of practical therefore support retention and skills
- It boosts students interests
- It goes along with slow learners
- It is convenient with junior students (Alessa & Hussein, 2023).

Discussion method of teaching involved verbal exchange of opinions, information, ideas between people on a given topic. It helps all students to take part, argue, seek for clarification, eject their opinions, and discredit wrong perception (Androm et al., 2021; Muhoza et al., 2023).

Play way method/ dramatization refers to teaching method that involved an imaginary roles giving to students for learning purposes. The teacher support students to play roles with the aim of learning. Advantages of play way or dramatization include: Stimulation of learning, less boring, inculcation of skills in students, communication skills, public speaking skills, student-centered.

Field Trip is another method of teaching students. It is a means that involved supporting students to visits areas and places to have a firsthand information or experience. It gives students a real life experience, interesting avenue, and more experience (Ordu, 2021; Muhoza et al., 2023; Abubakar, 2024).

Challenges and Suggestions

A class is mostly consisting of a teacher, students, and resources (environment, and learning aids, other possible external sources of disruption). Therefore, maintaining a well

arranged class is very tasking. Like the general nature of developing countries or world at large, resources are limiting. Thus, in a classroom management business, the factors affecting efficiency include, poor presence of resources (teaching aids), poor funding, disruptive behaviors of students, and poor nature of teachers. To combat the challenging issues, source of funding should be provided by parents, policy makers, wealthy hands. Parents should uphold to their task of bringing up well-mannered wards and supporting them emotionally. Likewise, teacher's capacities re regulated and enhanced through continuous learning schemes, seminars, workshops, further education, etc. Teachers should be well-paid to do their job as well. Similarly, companies and Industries, rich people should be made to contribute in training society members through donations and taxation.

Conclusion

Classroom management is important part of school where knowledge is taught by a teacher to assemble all the resources in the classroom, along with the learners in a way that disruption is shun, so that learning objectives are achieved. Some of the forces that may disrupt a classroom management strive are beyond the power of a teacher, therefore authorities concern should help to achieve educational objectives.

References

Abubakar, U (2024). Mobile Pedagogy in Higher Education: A Comprehensive Analysis of Mobile Learning Practices for Classroom Management in Usmanu Danfodiyo University, Sokoto State, Nigeria. Eduscape: Journal of Education Insight,2(2), 99110

Adzongo PI & Olaitan TO (2019). Effective teaching and classroom management. A tool for quality education in Nigeria. BASUJEM, 1(2),1-12.

Alessa IA & Hussein S (2023). Using traditional and modern teaching methods on the teaching process from teachers own perspective. Route Educational, and Social Science Journal, 10(2),65-92.

Androm GR, Tirol GO, Saguran J, et al., (2021). Classroom management practices among grade school teachers in a public school district. European Journal of Humanities and Educational Advancements, 2(10), 142-156.

Chika OZ & Chinyere EC (2019). Classroom management for effective teaching and learning: The implication for teacher control techniques. IDOSR Journal of Science and Technology, 4(1), 44-48.

Esmaeili Z, Mohamdreza H, & Mohamdreza H (2015). The role of teachers authority in students learning. Journal of Education and Practice, 6(19), 1-15.

George IN, Sakirudeen AO, & Sunday AH (2017). Effective classroom management and students academic performance in secondary schools in Uyo local government area of Akwa Ibom state. Research in Pedagogy, 7(1), 43-56.

Hazarika S & Nasrin F (2020). Classroom management for effective teaching: Problems and prospects. International Journal of Management, 11(11), 2510-2514.

Kaur S & Pahuja J (2024). Best classroom management practices. International Journal of Research Trends and Innovations, 4(4), 245- 3315

Kaur S (2019). Role of teacher in student learning process. Intentional Journal of Business and Management Invention, 8(12), 41-45.

Kija B & Msangya BW (2019). The role of teaching and learning aids in learning science subjects: A case study of Mongoro Municipality, Tanzania. International Journal of Novel Research in Education and Learning, 6(1), 65-69.

Larasati QI, Cahyaningtyas A Mangziala A, Firawati AA, Yuanita SM, & Lesmana I (2019). Role and function of teachers in improving effective learning in class. Advances in Social Science, Education and Humanities Research, 381, 13-17.

Miya YY, Sarkingobir Y, Hiliya AA, Sidi AS & Bello Z (2023). Absenteeism of some students in secondary school in Sokoto East, Nigeria. Journal of Elementary Secondary School, 1(2),18-28.

Muhoza, R. N., Imaniriho, D., Nshimiyimana, A., Nkunzabo, E., Ntezimana, N. J. & Batera, P. N. (2023). The effect of teaching aids on students' performance in Biology subjects in O'level secondary schools in Kayonza District. Journal of Research Innovation and Implications in Education, 7(2), 124–133.

Ordu UB (2021). The role of teaching and learning aid/methods in a changing world. Sofia; Bulgarian Comparative Education Society, 19, 211-216.

Paul PK, Ricardo, Saavedra, Aithal, PS, Aremu B, & Pappachan B (2020). Environmental Informatics: Potentialities in iSchools and Information Science & Technology Programs—An Analysis. International Journal of Management, Technology, and Social Sciences (IJMTS),5(1), 238-250. DOI:http://doi.org/10.5281/zenodo.3841661.

Rabia, Waheed SA, & Gilani, N (2023). Primary School Social Studies Curriculum: Comparison of National Curriculum (NC) 2006 and Single National Curriculum (SNC), University of Wah Journal of Social Sciences*, 6(*1), 71-80.

Ramzan M, Gilani N, & Waheed SA (2021). Development and Validation of Higher Secondary School Student Academic Engagement Scale (HSSSAES). Journal of Islamic Countries Society of Statistical Sciences, 7(4), 29-52.

Sarkingobir Y, Umar AI & Zayyanu A (2023). Drug Abuse Deteriorating Cognitive Ability of Adult Learners in Continuous Education in Sokoto, Nigeria. Archives of Educational Studies, 3 (2), 197-210

Sarkingobir Y, Umar AI, Gidadawa FA & Miya, YY (2023). Assessment of food security, living condition, personal hygiene health determinants and relations among Almajiri students in Sokoto metropolis, Nigeria. Thu Dau Mot Journal of Science, 5(1),63-76.

Sarkingobir, Y., & Bello, A. (2024). Enhancing Critical Thinking through Ethnoscience Integrated Problem-Based Learning: A Comparative Study in Secondary Education.

International Journal of Ethnoscience and Technology in Education, 1(1), 1-14. doi:https://doi.org/10.33394/ijete.v1i1.10878

Sharma. S (2017). Classroom management for effective teaching skills among new teachers and academic achievement among elementary Students. International Journal of Development Research, 7, (07), 14125-14128

Thi TT & Nguyen HT (2021). The effects of classroom management styles on students motivation and academic achievement in learning English. Intentional Journal of Learning, Teaching and Educational Research, 20(1), 223-239.

Tufail I, Zaini ZA & Rodliah S (2023). Classroom management in improving learning effectiveness. At-Tarbiyat: Journal Pendidikan Islam, 6(1), 121-130

Umar S & Alkanchi HM(2023). Relationship between classroom maintenance and administrative effectiveness of principals in junior secondary schools in Sokoto State Nigeria. The BEAM: Journal of Arts and Science, 16(1 &2), 1-10.

Waheed SA, Gilani N, Raza M, & Sharif S (2022). Understanding Students' Experiences of Lived Space in Schools: A Phenomenological Perspective. Journal of Research and Reviews in Social Sciences Pakistan, *5*(2), 1764-1776.

Zainuddin & Hardiansyah F (2023). Teacher classroom management skills and school learning. Mimbar Sekolah Dosar, 10(1), 92-105.