Teacher's Classroom Management Practices for Increasing Effectiveness in Climate Change in Nigeria.

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Abstract

Classroom environment and cultures as well as the ways in which both students and learning are organized and managed increase teachers' effectiveness in climate change. The effective teacher manages the large number of relatively diverse students who occupy these classrooms within the environment. The importance of physical environment, climate culture, organization and management of classroom within the larger context of teachers effectiveness is mostly clearly seen by noting that beginning or novice teachers takes longer time to be effective in the classroom. This paper discuss classroom management practices for teacher effectiveness in terms of environment climate culture, organization and management in a climate change. Conclusion and recommendations on managing classroom for increasing teacher effectiveness in climate change for policy makers and educational planners in Nigeria were offered.

Keyword: Teachers classroom management Practces, Increasing Effectiveness, Climate change

INTRODUCTION

Increased access to secondary education places great demands on the quality of the teaching force. During the 1990s, the increase in the school-age population out spaced the growth in the number of teachers in Nigeria. Deteriorating working conditions and low salaries are discouraging people from entering the teaching profession. The majority of secondary school teachers have at least, Nigerian Certificate of Education (NCE) qualification, and frequently no professional training at all (UNESCO, 2002). As Hallak (2000) pointed out, enrolment rates are up in but the quality of education has been suffering. Education for all is all very well, but good quality education for all is another story". A growing body of evidence suggests that schools can make a great difference in terms of student achievement and a substantial portion of that difference is attributable to teachers. Specifically, differential teacher effectiveness is a strong determinant of differences in student learning. This far outweigh the effects of differences in class size and class heterogeneity in climate change (Darling- Hammond, 2000). Students who are assigned to one ineffective teacher after another have significantly lower achievement and learning (that is, gains in achievement) than those who are assigned to a sequence of several highly effective teachers (Sanders and Rivers, 1996). Thus, the impact of teacher effectiveness seems to be additive and cumulative.

Climate Change

Climate change is a change in the statistical distribution of the weather proffering when that change lasts for an extended period of time (i.e decades to millions of years). Climate change may refers to change in average weather conditions or in the time variation conditions (Wikipedia, 2015).

Since most teachers teach in classrooms, the physical aspects of these classrooms and the perceptions of these classrooms by their students can either enhance or constrain their effectiveness in a climate change. If they are to reduce the imbalance between teaching and learning in climate change in creating such classrooms, teachers can alters or manipulate the physical environment, climate culture organizational management. Teachers can organization classrooms to promote effective teaching and learning and manage the large numbers of relatively diverse students who occupy these classrooms in a climate change (Hay Mcber, 2000).

What Factors Contribute to Teachers Effectiveness in a Climate Change

Some factors which contribute to teacher effectiveness in climate change is described as teachers characteristics. These are stable traits that are related to, and influence, the way teachers practice their profession. Hay Mcber (2000) presented four clusters of the characteristic: Professionalism, thinking/reasoning, expectations and leadership. It is important to note, however that the influence of a teacher characteristics on teacher effectiveness is not direct. Rather, it is moderated or mediated by their effect on the way in which teachers organize their classrooms and operate within them(Badau,2012).

What is an Effective Teacher in a Climate Change

Effective teachers are those who achieve the goals which they set for themselves or which they have set for them by others e.g. Ministries of Education, legislators and other government officials, school administrators. As a consequence, those who study and attempt to improve teacher's effectiveness must be cognizant of the goals imposed on teachers or the goals that teachers establish for themselves, or both (Badau, 2011). Effective teacher must therefore stress the knowledge and skills needed to attain the goals, and must be able to use that knowledge and those skills appropriately if these goals are to be achieved. Teacher effectiveness links teacher's competence and teacher performance with the accomplishment of teacher goals (Badau, 2012). An effective teacher according to Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Aintrich, Raths and Wittrock (2001) posses the following qualities:

a. Ability to be aware of and actively pursue goals
b. Take teaching as intentional and reasoned act
c. The goals of a teacher should be concerned, either directly or indirectly with their students learning.
d. The teachers may not be in every aspect of their profession.

The Role of Teachers in Student Learning

Teachers and the instruction they give their students are only two of a complex set of factors that have an impact on student learning. One of the fundamental truths in education is that the knowledge, skills, aptitudes, attitudes and values with which students leave school or a particular teacher's classroom are influenced to a great extent by the knowledge, skills, aptitudes, attitudes and values that students possess when they enter a school or classroom (Badau, 2011). These are the result of some intricate and complex combination of their genetic composition and the environment to which they have been exposed in their homes. To complicate matters further, early differences among children are often magnified by their parents decisions concerning the school to which they send their children and teachers and parents decisions as the programmes that are implemented in that school (Adegbkile & Adeyemi, 2008). Teachers can and do have a tremendous impact on the learning of their students over extended periods of time. Individual teachers can and do have profound effects on individual students. Teacher's impact on student learning depends not only on teachers

possession of the knowledge and skills needed to facilitate student learning, but also on their knowing when to use that knowledge and those skills to achieve the goals they establish or accept for their students (Badau, 2012).

A Conceptual Framework
A conceptual framework for increasing classroom teachers effectiveness according to Anderson (2004) contains six concepts:

1. Teacher's characteristic
2. Students characteristic
3. Curriculum
4. Teaching
5. Classroom
6. Learning

The Concept of Classroom Management Practices
The concept of classroom management practices for increasing teacher's effectiveness in climate change which is the concern of this paper includes the physical environment, the psychological environment (climate) and the socio-cultural environment (culture) as well as the ways in which both students and learning are organized and managed within these environment (Eguare, 2005). Teachers set the tone for their classrooms, partly by establishing classroom rules and routines and engaging' in preventive management behaviours. These rules, routines and behaviours, in turn, influence student's behaviour in the classroom. Since most teachers teach in classrooms, the physical aspects of these classrooms and the perception of these classroom by their students can either enhance or constrain their effectiveness (Sofolahan, 1995). If they are to reduce the imbalance between teaching and learning, teachers must create classrooms that are conducive to both effective teaching and effective learning. In creating such classrooms, teachers can alter or manipulate the physical environment, the psychological environment, or both.

Paints, wall coverings, craft work and plants can be used to enhance the attractiveness of the physical environment. Equipment, books and other materials can be added to increase the learning opportunities within the physical environment (Ali, 1992).

Unlike physical environment, psychological environments exist only in the minds of those who live in these environments. Several students were asked to describe or draw the physical environment of a classroom, their descriptions or drawings would probably be quite similar. if these same students were asked to describe the psychological environment of the same classroom, their descriptions may differ greatly. One students may see it as a warm and inviting place, while another may see it as cold and exclusive (Obioha, 1991). These differences in students perception of the classroom climate where they exist, make classroom teaching much more difficult. To facilitate the task of classroom teaching, teachers need to create a psychological environment that is perceived positively and similarly by students. A positive classroom climate is necessary in order to bring out the best in students. Similar or shared perceptions are needed to create a meaningful workable classroom culture. The culture of the classroom is the system of belief, values and modes of constraining reality that is shared by the teachers and the students. The classroom culture defines the standards for perceiving, become active and evaluating the actions of those in the classroom (Goodenough, 1981). Thus, while classroom climate deals with the psychological environment of the classroom as it is perceived

by individual students, classroom culture deals with the psychological environment as it should be perceived by all of the students in the classroom(Osho, 1991)

The Physical Environment
The physical environment of the classroom includes variables such as the way in which the classroom is arranged, the equipment and materials that are placed in the classroom, the number of students and adults in the classroom and the way in which students are seated or otherwise arranged in the classroom (Weinstein, 1987). When the teacher is presenting information to an entire class of students, each student should have an unobstructed view of the teacher or of the information presented by the teacher. When students are expected to engage in discussion with other student, the physical arrangement of the classroom should facilitate rather than inhibit this discussion (Awomolo, 1994).When materials and equipment are needed, they should be readily available and in good working order. Differences between classrooms in terms of other physical environment do exist in Nigeria. Furthermore, the relationship between these differences in the physical environment and differences in student learning also exist. Farrel (1989) found that children who have access to textbooks and other learning materials learn more than those who do not and the more books they have the more they learn. \

Classroom Climate
Classroom climate can influence student learning directly. In this regard, Walberg (1987) suggested that differences in classroom climate account for approximately 30 percent of the variance in cognitive, affective and behavioural outcomes of schooling, beyond the variance accounted for by input measures such as ability at the time of entering the school or achievement Walberg further suggested that three components of classroom climate have been found to be consistently related to student learning; effect, task and organization. When combined, these three components suggest that effective teachers are able to create classroom that students perceive to be writing, task oriented and well organized. Hay McBer (2000) identified a set of nine factors that define an effective classroom climate. These factors are clarity, fairness, interest, order, participation, physical environment, safety, standards and support.

Classroom Culture
Classroom culture can be defined in terms of shared values and beliefs. To the extent that inviting classrooms, task oriented classrooms and well organized classrooms are valued by all in the classrooms. These features become part of the classroom culture. The elements that help define the classroom culture include the roles and responsibilities of students and teachers, relationships between teachers and students and among students themselves, and the importance and nature of learning. If teachers continuously talk while students are expected to seat quietly and listen, these roles soon become part of the classroom culture (Ozumba, 1978). If students are supposed to treat others with respect, this expectation becomes part of the classroom culture. If completing work on time is more important than the quality of the work submitted, this too becomes part of the classroom culture. Effective classroom cultures in terms of powerful learning form a comprehensive description of classroom culture, one that includes concerns for the classroom, the curriculum instruction and learning, teachers and students. There is emphasis on mutual respect, behavioural self control, authentic learning, inclusive instruction, teachers as learning leaders, and students as empowered learners. Student achievement is greater within this type of classroom culture (Finna, Schneped, Anderson,2003).

Classroom Organization

Classroom organization refers to the academic and social arrangements of students within classrooms. Classroom can be composed of students who are either similar or quite different in terms of their ability, achievement, motivation and the like. Within their classrooms, teachers can teach or work with the entire class of students, smaller groups of students, or individual students. Also, within the classroom, students can be expected to work on their own or with other students in so called "Co-operative groups" (Johnson and Johnson, 1989). Teachers can organize both homogenous and heterogeneous classrooms in one of the three ways for instructional purposes; whole class, small groups or individual students. Whole class instruction is predominant in Nigeria,within an individual student organization. The primary role of the teacher is to present information, demonstrate procedure and ask questions within the individual student organization (Sofolahan, 1995). The role of the teacher is to circulate among students, monitoring their work and providing assistance as needed. The role of the teacher in cooperative groups in this classroom organization is to introduce the task, ensure that the instructions are understood by the students, ensure that each group has sufficient materials and equipment to complete the task successful, and serve as a resource as needed by the groups as they go about completing the task. Effective teachers see all three classroom arrangement as useful tools and tend to provide a balanced combination of each of them, utilizing whole class instruction, individual student work and cooperative learning as needed to fulfill the various learning goal (Obeamata, 1995).

Classroom Management

Classroom management pertains to the ways in which teachers promote positive, cooperative and task oriented behaviour and deal with misbehaviors and disruptive behaviour. In this regard, two key aspects of classroom management have been identified: preventing behavioural problems from occurring and reactive to behavioural problems once they have occurred (Anderson, 2000). The latter aspect is often referred to as "discipline". More effective classroom managers differ from less effective classroom managers in their ability to prevent problems from occurring, not in their ability to react successfully to behavioural problems when they occur. The establishment of rules and routines and the use of certain teacher behaviours are two factors associated with effective preventive classroom management (Gamoron, 2002).

In general, rules are prohibitions on student behaviour and, as a consequence, are often stated negatively. Do not talk without raising your hand is a rule used by teachers in many schools. Routines on the other hand are sequences of steps which students are to follow as they perform classroom activities that occur with some degree of regularity (Akiri & Ugbrugho, 2009). Routines established by teachers in many classrooms include those for entering and learning the classroom, participating in class discussions or conversations with the teacher, completing and submitting home work, and taking quizzes and tests (Eguare, 2005).

In order for rules and routines to be effective, they must be planned in advance, be relatively few in number, be communicated clearly to students and have explicit consequence if they are not respected (Osho, 1991). At least initially, compliance with the rules and routines must be monitored, praise

should be given as appropriate to those students who do comply, and sanctions or punishments consistently meted out to those who do not Rules and routines must be introduced and put into practice very early on in the school year, preferably first two weeks of

school to establish the expectations vis-à-vis student behaviour in the classroom. Eventually, explicit and meaningful rules and routines should enable students to behave appropriately without direct teacher supervision and interaction, The teacher's goal is to develop student's inner self control, not merely to exert control over them (Good & Brophy, 1987). The behaviours associated with preventive classroom management include with-it-ness, group alerting, over-lappingness, momentum, accountability, providing variety and challenge in seat work (Evertson and Rendolph, 1999; Wang, Haertel and Walberg, 1999). Classroom management must therefore not be seen as an end in itself but as a contributing factor in student learning.

CONCLUSION

The physical environment and socio-cultural environment, ways in which both students and learning are organized and managed within these classroom environments are important within the larger context of increasing teacher's effectiveness. This is most clearly seen by noting that beginning or novice teachers spend large amounts of time to manage the classroom environments and how to organize and manage students and learning. Furthermore, this increased amount of time dedicated to the environments and organizing and managing students and learning in the classroom has been found to be detrimental to learning. Thus, one may reasonably conclude that until novice teachers are able to properly manage classroom environment, organized their classroom and manage their students in the classroom, they are unable to focus their attention and efforts on the teaching learning process. As a consequence, their efforts to increase their effectiveness as teachers in climate change are limited.

Recommendations on Classroom Management Practices for Increasing Teachers Effectiveness in a Climate Change

The following recommendations on classroom management practices according to Anderson (2004) will increase teacher effectiveness in a climate change in Nigeria.

i. Teachers should create attractive and functional classrooms. Part of the functionality of classrooms concerns the availability of the necessary equipment and materials

ii. Teachers should create a classroom environment that is warm, yet business like. This requires that equal emphasis be placed on the academic and socio emotional needs of the students.

iii. Teachers should work diligently to establish a classroom culture based on explicit values and believe. These values and belief should provide the basis for the way in which teachers and students relate to one another, as well as the expectations for behavior, effort and learning.

iv. When introducing new content to students, whole class instruction, actively led by the teacher, is preferable to small group or individual student instruction.

v. Cooperative learning groups should be formed within the classroom as needed to achieve particular objectives.

vi. When working with individual students or small groups, teachers must remain aware of the rest of the students in the class, taking actions as necessary to keep them involved in learning and their mind on the task.

vii. Standards for appropriate, pro-social classroom behaviour should be communicated to students at the beginning of each term or year.

viii. Teachers should reinforce positive, pro-social behaviour, especially with students who have a history of behavioral problems.

ix.   Consistent equitable sanctions and punishment for inappropriate behavior should be administered to all students who do not comply with behavioral requirements.

x.   Teachers should keep the amount of non-instructional time in classroom to a minimum by beginning and ending lessons on time, maintaining the flow of classroom activities, maintaining a fairly rapid pace, and implementing meaningful and efficient rules and routines.

xi.   Teachers should convey to their students that they are consistently aware of what is going on in the classroom, are able to handle several tasks or activities at the same time when you are not likely to be distracted from the primary purpose of the lesson that they are conducting and expect students to be responsible for their Recommendations for Policy makers and Educational Planners for Improving Teachers Classroom Management Practices in order to Increase Effectiveness in a Climate Change

The following recommendations according to Anderson(2004) are intended to help policy makers and educational planners to make it possible for teachers classroom management practices to be effective in climate change in Nigeria.

1.   Policy-makers and educational planners must ensure that teachers have the resources they need to create attractive and functional classrooms.
2.   Once adequate resources have been made available, teachers must know on how best to use these resources to create appropriate classroom environments.
3.   Departments of teacher education should emphasize the importance of classroom organizational culture in increasing teacher effectiveness.
4.   Seminars should be offered, which help teachers understand the benefits of appropriate classroom cultures as well as how to establish such cultures.
5.   Clear policies must be established for classroom organization, both the way in which students are assigned to classrooms and the acceptable organizational configurations or patterns within the classroom.
6.   In order to help school administrators and teachers to understand and properly implement these policies, a series of in-service training should be designed and implemented.

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