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ROLES OF CLASSROOM MANAGER FOR EFFECTIVE INSTRUCTIONS IN PUBLIC POST BASIC SCHOOLS, KADUNA NORTH, KADUNA STATE, NIGERIA

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Abstract

Securing discipline and participations – class control by some classroom managers during lessons in public post basic schools in Kaduna North, Kaduna State, Nigeria seemed to be a challenge sometimes as a result of numerous factors. Therefore, this paper relying heavily on online and offline materials, personal observations as well as personal experience, examines certain roles plays by an effective classroom manager for effective instructions in public basic schools in Kaduna North, Kaduna State, Nigeria, which include academic roles such as: aiming to achieve environmental serenity, behavioural reshaping and administrative roles like: students' record tracking, guiding and counselling as well as discharging of parental responsibilities. The paper however aims to identify certain challenges that hinder effectiveness and efficiency in teaching and learning at post basic schools in Kaduna North, Kaduna State, Nigeria. It also suggests provision of more school infrastructural and instructional facilities by governments through coordinated collaborations with relevant stakeholders, so as to decongest the vast population of post basic school classrooms for effective instructions.

Keywords: Roles, Classroom Manager and Effective Instructions

Introduction

Classroom control is made possible with efforts of an effective classroom manager, who always strives hard to ensure maintenance of discipline and participations during his lessons.

A classroom manager is the classroom teacher, who ensures that the attitudes of learners are directed toward effective and efficient learning, thereby making the learning environment conducive (Orira, 2016). The classroom manager is therefore a classroom facilitator, who is tasked with imparting the right knowledge, right discipline and the right skills to students, using his managerial skills and teaching professionalism to reshape their attitudes. Classroom management is the management function to be carried out by a classroom manager in his classroom. Therefore, this paper aims to examine certain roles that are supposed to be performed by a classroom manager, who finds himself in a public post basic school, where teacher – student ratio is not observed and where classrooms are over -crowded due to vast population of students as a result of inadequate infrastructural and instructional facilities. The paper however aims to identifying certain challenges being faced by a classroom manager in order to determine remedies that will make teaching and learning effective and efficient, though the paper, being an opinion paper; it relies on online and offline materials, personal observations as well as personal experience.

Roles of Classroom Manager for Effective Instructions in Public Post Basic Schools, Kaduna North, Kaduna State, Nigeria

Nwanko (2014) defines classroom management as the arrangement and harmonization of teaching and learning materials in effective and efficient ways, while Everston & Weinstein (2006) view classroom management as a measure taken by classroom managers to ensure good academic performance and emotional stability of learners.

Adzongo, Shir & Hembah (2016) opine that classroom manager is someone who serves as a motivator, facilitator and assistant to learners, thereby encouraging them to fully concentrate in their learning. Instructions are systematic ways of accomplishing set objectives with regards to teaching and learning in any educational system (Gronlund, 2013). Instructions in the context of educational management refer to processes of engaging students in motivational ways in order to make both teaching and learning effective and efficient. According to Marzano (2007), instructions are scientific ways of imparting knowledge. This view corresponds with Marsh (2008) who sees instructions as the basic needs for comprehending all school learning experiences needed by students. Therefore, instructions are the comprehensive modern term for expressing teaching and learning in any educational system. It is a single word, which refers to as teaching and learning.

There are several roles that can be played by classroom managers, to make teaching and learning effective and efficient in public post basic schools in Kaduna North, Kaduna State, Nigeria. Some of these roles are:

- 1) **Academic Roles:** A classroom manager, in classroom is academically to play any of the following roles:
 - a) Aiming at achieving environmental serenity (Adeyemi, 2018). Any academic environment that is not conducive, the teaching and learning outcomes will not be favourable. This is why an effective classroom manager makes use of his skills, intellect as well as experience to ensure that his classroom and the environment surrounding him are free from unnecessary distractions and impediments.
 - b) Striving hard to mould the attitudes of learner Ogunyemi, 2020). It is obvious that humans are hard to deal with, purposely due to their mortal nature. With an effective classroom manager, it is possible for the learners to have their attitudes toward the learning, fellow students and teachers reshaped. This role is not possible for a classroom teacher, who is ineffective due to limited skills and experience in the teaching profession.
 - c) Encouraging participation and cooperative endeavour (Afolabi, 2020). Obviously, an effective classroom manager serves as a facilitator of learning processes for his learners in any classroom he finds himself or herself. He is not expected to be dominating his lesson, to demonstrate his mastery, rather he is to ensure that the slow, moderate and quick learners are all carried along. By doing justice to all categories of learners, the academic outcomes of the students will always be remarkable.
- 2) **Administrative Roles:** As a facilitator, the classroom manager plays not only academic roles in his class but administrative roles and the administrative roles may include:
 - a) Guiding and counselling: A classroom manager sometimes acts as a guardian and a counsellor to his learners during and after school hours. Offering such functions to his students makes him to be a great father, a guardian and an effective leader in his academic environment. Students, who need counselling and proper guidance, will

always feel free to confront him with their personal problems that if not addressed, the effects of the personal problems can prevail on their academic performance.

- b) Students' tracking records: An effective classroom, however tracks the academic records of all of his students, right from their attendance register up to their terminal report cards. This will make him acquainted to students' attitudes toward their studies. Areas of weakness can easily be detected in due course so that proper solution can be offered in due course. He alone cannot do it without soliciting for the service of his colleagues, especially those who are form masters in the school. Tracking the academic records of students is essentially significant, not only for the classroom manager, but the students and their parents as well.
- c) Partial parental engagements: Parents and guardians do not exist in school. It is the function of the classroom manager to act on their behalf by carrying out their functions in their absence. Though, parents and guardians can be partially in school's activities by inviting them to a meeting with either the classroom manager or with the educational manager of the school if the issue to be discussed is serious. Issues related to affected students can be discussed with his parents (Umar and Aliyu, 2021). Some of the partial parental engagements may include: co-opting parents in learning activities and in tackling bad behaviours of affected students.

Essential Attributes of Classroom Manager for Effective Instructions in Public Post Basic Schools in Kaduna North, Kaduna State, Nigeria

For effective and efficient teaching and learning in public post basic schools in Kaduna North, Kaduna State, Nigeria, the following essential attributes are required by classroom managers. These essential attributes include:

- 1) Teaching Desire: A classroom Manager is supposed to be someone who loves his profession and also has the desire to encourage persons who are ready to learn Fullan & Hargreaves, 2012). Without desire, nothing much can be achieved and there will be no desirable future ambition. Desire to teach and to impact is needed in teaching profession for a classroom to succeed in his profession. When a classroom has passion for his teaching, his learners become influenced and motivated to do the needful.
- 2) Possession of the Right Knowledge and Mastery of Imparting it to Learners, An effective classroom manager is expected to have the knowledge contents to give and is also supposed to know the technical know-how to impart it (Ball, Thames & Phelps, 2008) and (United Nations Education and Scientific Cultural Organisation (2018). In this life, humans can pretend to be what they are not and can also pretend to have what they have not, but humans cannot pretend to be educated, while they are not. Avoidance of such impersonation by classroom managers will make them to be looked as trust worthy and reliable in the teaching profession.
- 3) Patience and Endurance: A classroom manager should be patient and cheerful under all difficulties. This means that, no amount of pressure can make him give up or compromise while discharging his functions (Fullan, 2012). Patience and endurance are keys to any human success. Without patience, students in any school cannot be managed. Interactions with colleagues and management of school require patience and endurance; otherwise, the academic environment can be like a punishment ground to the classroom manager.
- 4) Possession of Language Proficiency: Language accentedness and correctness assist classroom managers in facilitating the learning processes (Hativa, 2013). Lack of good command of foreign languages like English language used as a medium of instructions, can hinder effective teaching and learning. Proficiency in the official language – English language matters a lot in teaching profession. If a classroom manager has difficulty in communicating in the official language during his lessons, students would not be comfortable, especially those

who are brilliant and smart. His ability to communicate fluently in English language downgrades his personality and makes his lesson vague.

- 5) God – fearing: Religion plays vital roles in moulding the minds of facilitators and learners. If classroom managers fear God, discharging their duties can be simple and effective. Religious rites are supposed to be observed wherever human find themselves. Academic environment dominated by either Muslim or Christian students should be seen different from other environments that are secular. Mode of interactions, dressing and manners should always be in accordance with religious and official guidelines. A classroom manager, who claims to be a Christian or a Muslim, should first be seen to be observing the religious rites in his academic environment.

Hindrances Face by Public Post Basic School Classroom Manager in Kaduna North, Kaduna State, Nigeria

The following impediments are faced by classroom managers in public post basic schools, Kaduna North, Kaduna State, Nigeria.

- 1) Difficulties in the implementations of teacher – student ratio – 1:40 (Federal Republic of Nigeria, 2013). In Nigeria, there is a high teacher-student ratio (1:80) in some public schools and this makes classroom management ineffective (Adeyemi, 2022). Also Ogundele & Adeyemo (2023) opined that classroom managers find it difficult to pay more attention to individual learners due to classroom congestions. Umar & Aliyu (2021) affirmed that classroom controls and discipline are hard to achieve when there is a vast population in a classroom. Therefore, the aforementioned challenges affect learning outcomes and makes teachers so exhausted during lessons (Akinola, 2022). The factor responsible for all these might not be unconnected to population growth that increases the rate of student enrolments in Kaduna North, Kaduna State, Nigeria.
- 2) Lack of adequate school infrastructural facilities to accommodate the enrolled students in public senior secondary schools, Kaduna North, Kaduna State, Nigeria. Inadequate infrastructural and instructional facilities pose significant challenges to classroom management. Many schools lack basic necessities like classrooms, libraries, and laboratories, leading to overcrowding and poor learning environments (Adeyemi, 2022; Ogundele & Adeyemo, 2023). Without adequate infrastructural facilities, teachers cannot be able to deliver lessons effectively and efficiently. Again, classroom manager can be experiencing students' indiscipline due to overcrowded classrooms.
- 3) Inadequate training of post basic school classroom managers in Kaduna North, Kaduna State, Nigeria. Adeyemi (2022) viewed that effective classroom management is being impeded due to inadequate teacher training. Ogundele and Adeyemo, (2023) opined that lack of sufficient modern teaching skills are of a challenge that affects classroom management. This also results to poor student academic performance due to poor quality teaching (Akinola, 2022).
- 4) Insufficient modern instructional materials in public post basic schools, Kaduna North, Kaduna State, Nigeria. Teachers are compelled to be relying heavily on out-dated methods of teaching (Ogundele & Adeyemo, 2023).
- 5) Improper utilization of available funds for running the school affairs by educational managers in Kaduna North, Kaduna State, Nigeria. Adeyemi (2022) stated that improper utilisation of funds hampers effective classroom management due to lack of basic facilities and (Ogundele & Adeyemo (2023). added that misused of funds is among a challenge that affects classroom management. Umar & Aliyu (2021) also viewed that Poor infrastructure affects teaching and learning.

- 6) Lack of community engagement poses challenges to classroom management. Adeyemi (2022) believed that lack of community host engagements and other relevant stakeholders that can either provide or improvise the required teaching and learning materials serves as a challenge of classroom management. (Ogundele & Adeyemo (2023) affirmed that lack of parental involvement in school activities impedes the effectiveness of classroom management.
- 7) Insufficient moral supports that will motivate classroom managers to do the needful and to even go to an extra mile in order to achieve the set educational objectives. This is also another challenge among other challenges that affect classroom management in public post basic schools in Kaduna North, Kaduna State, Nigeria. According to Adeyemi (2022), lack of moral support from parents, and community leaders) serves as a challenge to classroom management. Ogundele & Adeyemo (2023) are of the opinion that lack of mortal support makes classroom managers feel demotivated and affects the performance of both the classroom manager and his learners' behavior (Akinola, 2022).

Conclusion

Roles of classroom manager for effective instructions in public post basic schools in Kaduna North, Kaduna State, Nigeria are academic and administrative such as aiming to creating a serene classroom environment, improving the behaviour of learners, guiding and counselling as well as students' record tracking among others. Essential attributes of effective classroom manager and impediments that affect his functions at the level of classroom have been discussed. One of the prospects of the impediments is absolute implementation of teacher – student ratio, as prescribed in the National Policy on Education, thereby building more classroom blocks and supplying more teaching and learning materials to all affected public post basic schools in Kaduna North, Kaduna State, Nigeria.

Suggestions

The paper recommends the following for effective instructions in public post basic schools, Kaduna North, Kaduna State, Nigeria.

- 1) Student enrolments shall be done, using the availability of instructional materials as an indicator or a guide in any public post basic school in Kaduna North, Kaduna State, Nigeria, so as to comply with what the National Policy of Education (2014) spells out with regards to teacher – student ratio (1:40) for effective instructions.
- 2) Host communities and relevant stakeholders are to be engaged by educational managers, so that additional blocks of classrooms can be constructed and more instructional materials can be supplied to the affected public post basic schools in Kaduna North, Kaduna State, Nigeria.
- 3) Staff development shall not be solely depended on the government, rather in- house training of teachers can be organized by educational managers, through collaborations with non – governmental organisations such AGILE and other reputable charitable organisations operating in Kaduna North, Kaduna State, Nigeria.
- 4) With the emergence of technological advancements in the 21st century, effective instructions are assured if modern teaching and learning facilities are available in schools. In this regard, community engagements are needed to fill in the existing gaps in public post basic schools in Kaduna North, Kaduna State, Nigeria.
- 5) There is the need for improving inspectorate strategies by the ministry of education in order to monitor periodically educational managers in respect of allocated funds – running costs. Seminars and workshops on management and utilization of funds and resources can be organized for them to be oriented.

- 6) Educational managers leading schools in any host community shall be creative and polite in securing the total cooperation, trust and support of the community leaders and members, thereby engaging them with vital roles to play for the development of their post basic schools. Invitations to special occasions and letters of commendations can be parts of the strategies used for winning the hearts of the host communities.
- 7) Letters of commendations for best classroom managers shall be awarded at least once or twice in any academic year. Other incentives like cash and materials can also be presented to the best and dedicated classroom managers for effective instructions in public post basic schools in Kaduna North, Kaduna State, Nigeria.

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