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CLASSROOM MANAGEMENT STRATEGIES FOR EFFECTIVE TEACHING AND LEARNING IN UNIVERSITIES IN RIVERS STATE, NIGERIA

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Abstract

The study investigated classroom management strategies teachers in Universities implement for effective teaching and learning. Five objectives, research questions and hypotheses respectively guided the study. The descriptive survey research design was adopted with the sample of the study consisting of 59 teachers and 394 students drawn from three public universities in Rivers State. The multi-stage sampling technique was used to draw the sample and a questionnaire designed in line with the 4-point Likert scale of 'Strongly Agree' to 'Strongly Disagree' was administered. The reliability of the instrument was ascertained by use of Cronbach Alpha technique and a reliability index of 0.92 was obtained, indicating a high consistency of the instrument. Mean and Standard deviation were used to answer the research questions while the hypotheses were tested at 0.05 level of significance using t-test. The finding showed that teachers and students acknowledged the strategies delineated as those implemented by teachers with respect to: classroom arrangement, expectations from students, and strategies to promote appropriate use of consequences. The researcher concluded that teaching and learning is being carried out effectively in Rivers State Universities and therefore recommended that teachers be encouraged to sustain the adoption of classroom management strategies by recognizing and rewarding hardworking teachers.

Keywords

Classroom Management, Strategies, Management Strategies, Effective Teaching and Learning, Universities

1. Introduction

Teaching and learning are two main activities carried out in every educational institution and can be likened to the two sides of a coin or a set of Siamese twins- inseparable. They are not activities for the market place and therefore need to be carried out in an enabling environment. Teaching has been viewed by scholars in different ways. Clark and Starr as cited in National Teachers Institute (NTI, n.d; p.8) view teaching as an attempt to help people acquire some skills, attitude, knowledge, ideas and appreciation. This means that teaching is a helping activity whereby a person called the teacher assists another person –the student to develop some sort of capabilities, gain positive attitudes, relevant knowledge, ideas, information, and recognition that will enable the student become a self-sustaining individual after graduation.

Learning as defined by Zikhali, 2006 (in Abeygunawardena and Vithanapathirana, 2019) is the process of acquiring new knowledge, skills or value that would result in some form of behavioural change on learners.

Effective teaching has to do with the extent to which a teacher achieves the lesson or instructional objectives. Effective learning on the other hand according to Watkins, Lodge, Whalley & Wagner (2007) is “an active process in which the learner relates new experiences to existing meaning, and may accommodate and assimilate new ideas”. This means that for the learner to achieve desired outcome from a teaching/learning process he must be an active member of the process by participating meaningfully (Google Scholar, 2019).Hattie (2009),notes that many studies have revealed that teachers perform crucial roles in producing required instructional outcome. However, some teachers are effective while others are ineffective and these situations have varying degrees of consequences on students learning.

Everton and Western (cited in Sema et al., 2018) define classroom management as a term teachers use to describe the process of creating an effective environment for academic education, developing positive interactions and relationships with students, encouraging social/emotional development and focusing on disruptive behaviour or misbehaviour by students. This definition focuses and highlights the roles of the teacher in identifying and implementing good or proven classroom management strategies that are beneficial and lead to the achievement of instructional objectives.

Kizlik (2019) synthesizes five components of classroom management as follows: Classroom arrangement, setting expectations for behaviour, managing student academic work, managing

inappropriate behaviour and promoting appropriate use of consequences. In the same direction Marzano, Marzano & Pickering (2003) identified four general components of teachers' effective classroom management: Rules and procedures, Disciplinary interventions, Teacher-student relationship and Mindset.

Classroom arrangement as a component of classroom management refers to a particular way in which items in the classroom are organized. National teachers institute (NTI, n.d) views this component as involving the arrangement and organization of classroom facilities and specific routines of handling equipment, orderliness and well regulated atmosphere. The reason for classroom organization is to create a conducive atmosphere for both teacher and student's time efforts and energies.

Kizlik (2019) states that a well-arranged classroom should have the following characteristics: the teacher should be able to observe all students at all times when teaching, monitor students work/participation, monitor students behaviour, ensure that entrance and exit doors are free from obstructions, ensure that traffic lanes in the classroom are free from obstruction to guarantee easy movements, ensure that sitting arrangements are in orderly form, ensure that the class is neat and tidy before teaching. Abraham as cited in Agabi and Okorie (2007, p.28) succinctly states that proper arrangement of seats helps the teacher control the class adequately and ensures effective teaching and learning. Based on the impact of classroom arrangement on teachers' classroom management, it is likely that effective teaching and learning may be related with the classroom arrangement strategies teachers implement or adopt.

Managing teachers' expectations for students: This refers to what the teacher expects or looks forward to in students. Teachers' expectations from students are a component of classroom management. According to Kizlik (2019), strategies that teachers implement to manage their students include: Communicating expected behaviours to students periodically, Set general rules that emphasize appropriate behaviour, Post rules that emphasize appropriate behaviour on the walls of the classroom, Monitor compliance with rules, Enforce rules that they develop, Explain school-wide regulations, Set expectations for beginning and ending the instructional period, Set expectation for attendance procedures, Set expectation for what students may do or not do during lesson time, Set expectations on independent group work such as laboratory activities and group projects.

These rules regulate students' behaviour in the classroom as students come into the classroom with a clear sense of how they are to behave and how the teacher is to behave (Okorie in Nwideduh 2009). Based on the import of setting expectations for students as a component of teacher's classroom management, it is likely that effective teaching and learning maybe related to the strategies teachers adopt in setting expectations for students.

Students' academic work refers to task on school subjects such as English language, chemistry, Biology, Mathematics etc. Strategies that teachers should adopt for managing academic work according to Kizlik (2019) include: Ensure that ambiguous and vague terms are avoided, ensure that unclear sequencing are eliminated, ensure that interruptions are eliminated, ensure they hold students accountable for their work, ensure that their focus is on academic tasks and learning. Based on the influence of teachers' classroom management on students' academic work, it is likely that effective teaching and learning is related to strategies teachers implement in managing students' academic work.

Inappropriate behaviour or indiscipline in college or university classroom according to Ladeji-Osias & wells (2014, p.2) is increasingly a problem of concern. The authors warn that if such hard to manage behaviours are not addressed as soon as they occur, they can affect the teaching/learning environment (classroom) negatively because instructional time will be spent solving disciplinary problems or behaviour. The authors identified the following sources and categories of disruptive behaviour: incivility, being unprepared for the academic demands of college, disruptive behaviour in order to cover academic struggle, disrupt of faculty as the authority in the classroom processing difficulties boredom and mental health problems.

In a review carried out by Oliver, Wehby & Reschly (2011) on universal whole classroom management procedures which they described as "a collection of non-instructional classroom procedures implemented by teachers in classroom settings involving all students and for the purpose of teaching pro-social behaviour as well as preventing and reducing inappropriate behaviour". They found that teachers' classroom management practices had a significant positive effect on decreasing problem behaviour in the classroom. Furthermore their findings indicated that in the treatment class, students were less disruptive and aggressive and showed less inappropriate behaviour compared with the control classrooms.

Ladeji-Osias & Wells (2014) recommend to faculty the following best practices as effective ways to minimize disruptive behaviour in the classroom: define expectations early in writing and verbally, decrease anonymity, encourage active learning, seek feedback from students, responding to disruptive behaviour. The authors also recommend the following practices in responding to disruptive behaviour-Address the behaviour immediately, utilize conflict reduction strategies, refer students to campus resources and be willing to end the class.

Kizlik (2019) suggests strategies that can be implemented by teachers to manage inappropriate behaviours. They include that teachers should monitor students carefully and frequently so that misbehaviour is detected early before it involves many students or becomes a serious disruption; teachers should act to stop inappropriate behaviour not to interrupt the instructional activity by implementing the following strategies: moving close to the offending student(s), making eye contact

and giving a non-verbal signal to stop the offensive behaviour, calling a student's name, giving a short verbal instruction, redirecting the student to appropriate behaviour stating what the student should be doing, citing the applicable procedure or rule. Based on the positive impact of proper management of inappropriate behaviour on teachers' classroom management, it is likely that effective teaching and learning may be related to strategies for managing inappropriate behaviour teachers implement in classrooms.

Appropriate use of consequences is vital to teachers in the instructional process. The word consequence "is a natural result that flows from something else of importance in ranking" (<http://www.idoceonline.com>). In this context, positive consequences refer to rewards and they are things students like and enjoy. When a teacher uses it appropriately, a positive consequence scales up the frequency or occurrence of positive behaviour whereas if a teacher gives negative consequences all the time, the tendency is that he will become a negative consequence himself. It is therefore imperative for teachers to implement or promote appropriate use of consequences. In a classroom setting, punishment results in discipline which means that a student has developed self-control. It is the distress or pain imposed on an offender by the teacher (the one who has the authority) exclusively as a result of some defined infractions of agreed rules or regulations in the classroom, for the purpose of correcting the misbehaviour of the student hence bringing about a change in him/her for the better.

Rewards on the other hand refers to complimentary comments, gifts, accolades given to students for their notable performance, actions, behaviours or services (NTI, n.d). Reward is a counterpart of punishment. It is a valuable tool used to encourage students for commendable actions; in the same vein it is used to induce students to more good actions or to work harder.

Kizlik (2019) identifies the following strategies that promotes appropriate use of consequences: ensure that students are aware of the connection between tasks and grades, use punishment infrequently, relate punishment or negative consequence logically to misbehaviour, prefer to use milder punishment to more intense punishment because they do not arouse much negative emotions, ensure that misbehaviour does not recur by ensuring that students make a commitment to avoid the punishment and to engage in more desirable alternate behaviour, ensure that they are consistent in the application of consequences. In the same vein, Barrell and Partington cited in Agabi, Onyeike and Wali (2013) suggest three strategies by which punishment may generally be judged as appropriate and reasonable. These are:

Punishment should be retributive. It should be an expression of the displeasure of society or class at the offence or a consequence of the act of indiscipline. (2) It should be a deterrent. It should discourage or warn others from committing the same offence. (3) It should be reformative. It should be able to positively correct the behaviour of the offender (p. 166).

This implies that whatever the object of the punishment may be, the offender (student) that is being punished must be made to understand the reason he is being punished. Most importantly, the graveness of the offence that justifies the punishment should also be explained to the student as it obviously distinguishes punishment from victimization.

The purpose of assessing teachers' classroom management strategies cannot be over-emphasised as this is geared towards effective teaching and learning in Universities. For this reason, assessment may be seen as a means to an end. There is an increasing body of research literature on the use of students' evaluation of their teachers. This literature perhaps is more useful and dependable than any other in the area of teaching evaluation (Emetarom, 2007). The scholar notes that majority of research reports reviewed indicate that students can and do make reasonable accurate ratings of teachers. He added that their ratings tend to agree with each other and the teachers rated best by student seem to obtain the highest student gain.

Similarly, Webbsin Emetarom (2007) states that assessment of teachers by students have been found to remain quite stable with the passing of years though this research has depended largely on memory. These findings justify the use of students in rating teachers on their use of classroom management strategies in universities. It is often said that "experience is the best teacher" however teachers without experience cannot accomplish the objectives of teaching and learning. Thus, it is necessary to highlight good classroom management strategies that this group of teachers can implement for effective teaching and learning.

Marzano, Marzano & Pickering (2003) investigated 101 studies which focused on effective classroom management. The respondents were primary and secondary school students, regular and special education students were also part of the research. Half of the studies were based on the sole subject while the other half was based on group of students. The findings showed that the average number of classroom interruptions was obviously lower in classes where classroom management strategies were used effectively than in classrooms where these strategies were not used effectively. Secondly, they found four general components of teachers' effective classroom management rules and procedures, disciplinary intentions, teacher-student relationships and mental set. The writers revealed the following that in effectively managed classrooms, there are clear rules and procedures that express the expected behaviour, thus, the average number of classroom interruptions are less than in classrooms that were not focused on these strategies. In addition the study by Marzano et al. shows that observation of student's engagement and students achievement levels were obviously higher in classes in which effective classroom management strategies were used than in classes in which effective management strategies were not used. The implication of the results was that all effect sizes reported were significant. On the basis of these findings, Marzano et al. (2003) concluded that

classroom management is one of the extremely important indicators of effective teaching. It is against this background that the researcher empirically investigated classroom management strategies teachers employ for effective teaching and learning in universities.

2. Statement of the Problem

Classroom management strategies are indispensable to teachers who wish to ensure effective teaching and learning because they facilitate lesson delivery and achievement of instructional objectives. Unfortunately, personal experience and research reveal that many Teachers especially untrained and beginning ones experience difficulties managing their classrooms properly because they are not aware of the classroom management strategies they should adopt. While some teachers implement proven classroom management strategies, others may not. Cases of poor student-teacher relationship, absence or low participation of students in class activities, poor performance amongst students, inappropriate behaviour, seem to be related to non-implementation of proven classroom management strategies like proper classroom arrangement, management of expectations from students, management of academic work, management of inappropriate behaviour and use of appropriate consequences.

Under such situation, classroom environment becomes less conducive for effective teaching and learning and as a result, instructional objectives are not achieved. Class control becomes difficult, conflict between teachers and students e.t.c become more widespread than expected. University reputation declines and national development suffers because graduates of such universities will not be found worthy in character and learning. These are experiences resulting from absence or low level of implementation of effective classroom management strategies in universities. It is likely that the classroom management strategies employed by individual teachers may have influence on effective teaching and learning. The problem of this study is: what classroom management strategies do teachers in universities implement to ensure effective teaching and learning?

3. Purpose of the Study

The purpose of the study was to investigate classroom management strategies teachers employ in universities in Rivers state, Nigeria. Specifically, the objectives of the study include:

1. Determine the classroom arrangement strategies teachers employ in managing classrooms for effective teaching and learning.
2. Find out strategies teachers employ to manage their expectations from students for effective teaching and learning.
3. Ascertain strategies teachers employ to manage students' academic work for effective teaching and learning.

4. Verify strategies teachers employ to manage inappropriate behaviour for effective teaching and learning.
5. Determine strategies teachers employ to promote appropriate use of consequences for effective teaching and learning.

3.1 Research Questions

The following research questions were addressed in the study.

1. What classroom management strategies do teachers employ to manage classroom arrangement for effective teaching and learning?
2. What classroom management strategies do teachers employ to manage expectations from students for effective teaching and learning?
3. What classroom management strategies do teachers employ to manage students' academic work for effective teaching and learning?
4. What classroom management strategies do teachers employ to manage inappropriate behaviour for effective teaching and learning?
5. What classroom management strategies do teachers employ to promote appropriate use of consequences for effective teaching and learning?

3.2 Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance

1. There is no significant difference between the mean response score of teachers and students on classroom arrangement strategies teachers employ for effective teaching and learning.
2. There is no significant difference between the mean response scores of teachers and students on the classroom management strategies teachers employ to manage their expectation from students.
3. There is no significant difference between the mean response scores of teachers and students on the classroom management strategies teachers employ to manage students' academic work for effective teaching and learning.
4. There is no significant difference between the mean response scores of teachers and students on classroom strategies teachers employ to manage inappropriate behaviour for effective teaching and learning.
5. There is no significant difference between the mean response scores of teachers and students on classroom management strategies teachers employ to promote appropriate use of consequences for effective teaching and learning.

4. Materials and Methods

The researcher adopted the descriptive survey design. The population of the study consisted of teachers and students in three public universities in Rivers state. The researcher used multi-stage sampling technique to draw the sample. First, purposive sampling was used to select three universities: University of Port Harcourt (UNIPORT), Rivers state University (RSU) and Ignatius Ajuru University of Education (IAUE). Also the faculty of education of these three universities were purposively selected by the researcher. Similar technique was used to select the department of educational management in these universities. The researcher used all the lecturers in these three institutions. Hence, in EDM UNIPORT, 32 lecturers were sampled, EDM RSU, 11 lecturers were sampled while EDM IAUE, the researcher sampled 16 lecturers. For the students, the simple random sampling technique by ballot was used to draw only third year students. The researcher wrote all the levels of study on pieces of paper, folded it and randomly drew one piece which revealed the third year students. After the process, the researcher used intact class. This gave a total of 135 students for UNIPORT, 43 in RSU and 216 for IAUE. Hence, in all, a total of 394 students and 59 teachers formed the sample for the study. Two sets of the same instrument (questionnaire) titled 'Classroom Management Strategies Questionnaire' (CMSQ) was used to collect information from the respondents. This was designed in line with the modified 4-point Likert scale of 'Strongly Agree' to 'Strongly Disagree'. The questionnaire was divided in two sections, (A & B). Section A dealt with instructions on how to respond to the questionnaire while section B was divided into five subsections in line with the demands of the research questions. Subsection one contains items on the classroom arrangement strategies, subsection two contains information on strategies to manage expectations from the students, and subsection three contains items on strategies to manage their academic work. Subsection four deals with strategies to manage inappropriate behaviour while subsection five deals with items measuring the strategies to promote appropriate use of consequences. In all, the instruments contain 54 items. Face, content and construct validity were determined using three experts in measurement and evaluation in the University of Port Harcourt. All corrections as a result of the vetting were observed. The reliability of (CMSQ), was determined using Cronbach Alpha technique. A pilot group of 50 respondents who were not part of the sample population was used. The researcher administered CMSQ to them. After their response, the instruments were collected, collated and subjected to Cronbach Alpha via SPSS version 21. A reliability index of 0.92 was obtained. This indicated high consistency of the instrument over time and with similar population. Copies of the instruments were administered directly to the respondents on face to face basis with the help of research assistants. A criterion mean of 2.5 formed the basis for decision on whether respondents agreed or disagreed on an item as being a strategy. Item by item analysis as well as mean and standard deviation were used to answer the research

questions, while the independent t-test was used to test the null hypothesis at 0.05 levels of significance.

5. Results

Research Question One: What classroom arrangement strategies do teachers implement for effective teaching and learning?

Table 1: Mean, Standard Deviation and Criterion Mean Analysis of Arrangement Strategies adopted by Teachers Effective Learning

S/N	ITEMS	Teachers					Students				
		SA	A	D	SD	X	SA	A	D	SD	X
1.	Proper arrangement of seats aids class control.	34	19	0	0	3.57	266	62	4	4	3.76
2.	Making sure that all instructional materials to be used in the classroom are available can ensure effective teaching and learning.	26	26	0	0	3.37	194	126	9	7	3.51
3.	Proper classroom arrangement that allows the teacher to see the whole class at a glance aids effective teaching and learning.	30	23	0	0	3.50	212	110	8	6	3.57
4.	Proper arrangement of class helps the teacher move freely to monitor students' participation.	29	23	2	1	3.52	207	118	6	5	3.57
5.	Proper arrangement of classroom helps the teacher to have one-on-one interaction with students.	26	23	4	1	3.37	257	68	10	2	3.73
6.	Minimizing noise making in the class enhances teaching and learning.	25	26	3	1	3.43	168	165	15	8	3.58
7.	Switching off handsets can ensure effective teaching and learning	24	28	2	1	3.42	172	153	4	7	3.46
8.	Keeping windows open for proper ventilation can ensure effective teaching and learning.	31	20	3	1	3.54	208	117	7	4	3.57
9.	Maintenance of safety standards in laboratories enhances teaching and learning.	28	25	0	1	3.47	263	65	6	2	3.75

Table 1 above shows that the mean scores for teachers ranged between 3.37 and 3.57 while the mean scores for students range between 3.46 and 3.76. This indicates that all the mean score were above the criterion mean of 2.5 which implies that teachers employ all the classroom arrangement strategies in classroom management. On the other hand, the mean scores of the students indicate that they agree that teachers use those classroom arrangement strategies to manage the classroom.

Research Question Two: What strategies do teachers implement to manage their expectations for students for effective teaching and learning?

Table 2: Mean, Standard Deviation and Criterion Mean analysis of Strategies Teachers Employ to Manage Expectations from Students for Effective Teaching and Learning

S/N	ITEMS	Teachers					Students				
		SA	A	D	SD	X	SA	A	D	SD	X
10.	Communicating classroom policies to the students on the first day of class can ensure effective teaching and learning.	22	27	4	1	3.29	214	108	16	14	3.62
11.	Communicating classroom requirements to the students on the first day ensures effective teaching and learning.	16	32	4	1	3.13	256	70	8	4	3.73
12.	Establishing relationship with students through dialoguing on classroom policies ensures effective teaching and learning.	16	34	3	1	3.20	270	60	5	1	3.78
13.	Establishing relationship with students through dialoguing on class expectations enhances teaching and learning.	14	35	4	1	3.15	141	172	15	8	3.33
14.	Giving out course outline to students on the first day of class enhances teaching and learning.	22	24	7	1	3.24	205	120	9	2	3.57
15.	Directing students to University resources where they can buy course materials enhances teaching and learning.	16	28	7	3	3.06	230	45	8	3	3.79
16.	Informing students of anti-cheating policies aids teaching and learning.	25	21	6	2	3.27	175	150	7	4	3.48
17.	Demonstrating caring behaviour towards students can aid effective teaching and learning.	18	31	5	0	3.24	257	70	8	2	3.74
18.	Allowing students to make their input on policies that concern them can aid teaching and learning.	28	17	7	1	3.37	196	124	10	6	3.52
19.	Knowing the names of all students in the class can enhance teaching and learning.	17	32	1	1	3.09	117	209	7	3	3.31
20.	Calling all students by their names can enhance teaching and learning.	26	18	4	6	3.19	214	108	12	2	3.59
21.	Scheduling to meet individually with students can foster rapport.	16	31	4	1	3.07	155	72	8	2	2.54

Table 2 shows that the mean scores for teachers ranged between 3.06 and 3.37 while the mean scores for students range between 2.54 and 3.78 respectively. This indicates that all the mean scores are above the criterion mean of 2.5 which implies that teachers implement all the strategies to manage expectations from students for effective teaching and learning. On the other hand, the mean scores of the students indicate that they agree that teachers implement all the strategies to manage expectations from the students for effective teaching and learning.

Research Question Three: What strategies do teachers implement to manage students' academic work for effective teaching and learning?

Table 3: Mean, Standard Deviation and Criterion Mean Analysis of Strategies to Manage Student's Academic Work for Effective Teaching and Learning

S/N	ITEMS	Teachers					Students				
		SA	A	D	SD	X	SA	A	D	SD	X
22.	Fostering students' active participation by encouraging peer-to-peer discussion can enhance teaching and learning.	23	28	3	0	3.37	136	166	22	18	3.01
23.	Encouraging students to take more responsibilities for themselves by establishing a learning community in the classroom enhances teaching and learning.	21	29	2	2	3.28	253	45	11	7	3.39
24.	Checking off-task behaviour by encouraging class discussion enhances effective teaching and learning.	25	23	2	2	3.24	201	125	8	2	3.27
25.	Encouraging group work among students reduces off-task behaviour.	19	23	3	3	2.85	174	151	7	4	3.19
26.	Encouraging group work among students positively influence teaching and learning.	10	10	7	0	1.56	167	149	19	1	3.15
27.	Providing students an opportunity to share their thoughts can ensure effective teaching and learning.	25	21	5	3	3.26	128	182	15	11	3.00
28.	Use of feedback from students can ensure effective teaching and learning.	16	24	10	4	2.96	201	10	6	2	2.25
29.	Seeking feedback mid-way through the semester to increase modes of effective information delivery can ensure effective teaching and learning.	19	29	4	2	3.20	200	122	10	4	3.25
30.	Seeking feedback to decrease less effective information delivery can positively impact the learning environment.	34	20	0	0	3.63	251	68	9	8	3.37
31.	Involving all students in class activities can ensure effective teaching and learning.	31	20	3	0	3.51	107	108	8	36	2.19
32.	Insisting that all students must do their continuous assessment can ensure effective teaching and learning.	26	23	4	1	3.37	69	250	12	6	2.89
33.	Ensuring regular evaluation of students' class activities can enhance teaching and learning.	28	25	0	1	3.48	222	79	25	10	3.24
34.	Avoiding the use of ambiguous terms can ensure effective teaching and learning.	27	22	4	1	3.39	277	52	4	3	3.48
35.	Avoiding the use of vague terms can enhance effective teaching and learning.	16	32	4	1	3.13	195	124	11	6	3.22

Table 3 shows that the mean scores for teachers ranged between 1.56 and 3.63 while the mean scores for students range between 2.19 and 3.48 respectively. This indicates that all the mean scores except item 26 with mean score of 1.56 were above the criterion mean of 2.5. This means that teachers do not encourage group work among students as a way of positively influencing teaching and learning. On the other hand, the mean scores of the students ranged between 2.19 and 3.48. All the mean scores indicate that students agree that their teachers use all the strategies except feedback from students as well as involving all students in class activities.

Research Question Four: What strategies do teachers implement to manage inappropriate behaviour for effective teaching and learning?

Table 4: Mean, Standard Deviation and Criterion Mean Analysis of Strategies Teachers Implement to Manage Inappropriate Behaviour for Effective Teaching and Learning

S/N	ITEMS	Teachers					Students				
		SA	A	D	SD	X	SA	A	D	SD	X
36.	Addressing inappropriate behaviour bordering on incivility aids effective teaching and learning.	28	16	7	3	3.27	281	46	5	4	3.79
37.	Confronting students in private for inattentive behaviour can ensure effective teaching and learning.	25	21	6	2	3.27	218	109	6	3	3.67
38.	Giving unprepared students quizzes that will be due at the beginning of the next lesson can ensure effectively teaching and learning.	28	28	1	0	1.70	169	160	10	1	3.50
39.	Reminding the whole class of academic integrity policies from time to time can ensure effective teaching and learning.	25	26	3	0	3.40	202	115	12	7	3.52
40.	Taking away the examination papers immediately from a student found cheating can aid effective teaching and learning.	7	32	1	1	3.09	177	154	5	0	2.79
41.	Utilizing conflict resolution strategies to allow class members to develop a long term solution that is mutually acceptable can ensure effective teaching and learning.	25	21	6	21	3.27	248	76	8	4	3.69
42.	Referring students who violate policies on academic integrity to the University Counselling Centre can aid effective teaching and learning.	30	23	0	0	3.50	128	190	12	6	1.78
43.	Handling students' inappropriate behaviours that is disruptive by ending the class period can ensure effective teaching and learning.	16	34	3	1	3.20	222	10	16	4	2.83
44.	Settling expectations to provide accommodations to students with documentations can ensure effective teaching and learning.	30	19	5	0	3.46	185	140	8	3	3.50

Table 4 shows that the mean scores for teachers ranged between 1.70 and 3.50 while the mean scores for students range between 1.78 and 3.79 respectively. This indicates that all the mean scores except item 37 with mean score of 1.70 were above the criterion mean of 2.5. This means that teachers do not give unprepared students quizzes that will be due at the beginning of the next lesson. On the other hand, the mean scores of the students ranged between 1.78 and 3.79. All the mean scores indicate that students agree that their teachers use all the strategies except referring students who violate policies on academic integrity to the University Counselling Centre.

Research Question Five: What strategies do teachers implement to promote appropriate use of consequences for effective teaching and learning?

Table 5: Mean, Standard Deviation and Criterion Mean Analysis of Strategies Teachers Implement to Promote Appropriate Use of Consequences for Effective Teaching and Learning

S/N	ITEMS	Teachers					Students				
		SA	A	D	SD	X	SA	A	D	SD	X
45.	Punishing students who offend as an expression of displeasure of class can ensure effective teaching and learning.	18	30	1	4	3.11	260	70	7	2	3.76
46.	Punishing students who offend as an expression of displeasure of society can ensure effective teaching and learning.	29	17	7	1	3.37	263	65	4	4	3.74
47.	Punishing students who offend to discourage other students from committing the same offence can ensure effective teaching and learning.	19	30	5	0	3.25	191	129	10	6	3.50
48.	Punishing students to positively correct their behaviour can ensure effective teaching and learning.	31	20	3	0	3.51	160	136	24	16	3.30
49.	Making students to understand the reason they are punished can ensure effective teaching and learning.	16	32	4	1	3.12	213	121	2	2	3.63
50.	Explaining to students who offend, the gravity of the offence can ensure effective teaching and learning.	34	16	3	1	3.51	269	104	6	7	4.18
51.	Use of punishment as a last resort in addressing misbehaviour can ensure effective teaching and learning.	14	35	4	1	3.15	219	104	6	7	3.59
52.	Employing principles of fairness can ensure effective teaching and learning.	21	25	6	2	3.20	219	106	8	3	3.61
53.	Adopting principles of justice can ensure effective teaching and learning.	29	17	8	0	3.38	197	122	12	5	3.52
54.	Making sure that students are aware of the connection between task and grade can ensure effective teaching and learning.	29	20	5	0	3.44	270	60	6	0	3.78

Table 5 shows that the mean scores for teachers ranged between 3.11 and 3.51 while the mean scores for students range between 3.30 and 4.18 respectively. This indicates that all the mean scores are above the criterion mean of 2.5 which implies that teachers implement all the strategies to promote appropriate use of consequences for effective teaching and learning. On the other hand, the mean

scores of the students indicate that they agree that teachers implement all the strategies to promote appropriate use of consequences for effective teaching and learning.

Hypothesis One: there is no significant difference between the mean response scores of teachers and students on classroom management strategies teachers employ for effective teaching and learning.

Table 6: Mean, Standard Deviation and T-Test Analysis of the Strategies Teachers Employ on Classroom Management Strategies for Effective Teaching and Learning

Respondents	N	\bar{X}	Std.D	d.f	t-cal	t-crit	p.value	Sig	Result
Teachers	54	32.37	5.57	391	1.38	1.96	0.10	0.05	Insignificant (Accept Ho)
Students	339	31.27	4.38						

Table 6 reveals that mean and standard deviation for the teachers is 32.37 and 5.57 respectively while that of the students is 31.27 and 4.38 respectively. Calculated t-value is 1.38 and a p-value of 0.10. Since the p-value ($p=0.10 > 0.05$) is greater than the chosen alpha level of 0.05 at 391 degrees of freedom, the null hypothesis is accepted meaning that there is no significant difference between the mean response scores of teachers and students on classroom management strategies teachers employ for effective teaching and learning in universities.

Hypothesis Two: there is no significant difference between the mean response scores of teachers and students on classroom management strategies teachers employ to manage expectations from students for effective teaching and learning.

Table 7: Mean, Standard Deviation and t-test Analysis of the Strategies Teachers Employ to Manage Expectations from Students for effective teaching and learning

Respondents	N	\bar{X}	Std.D	d.f	t-cal	t-crit	p.value	Sig	Result
Teachers	54	32.35	3.78	391	0.34	1.96	0.76	0.05	Insignificant (Accept Ho)
Students	339	32.16	4.38						

Table 7 reveals that mean and standard deviation for the teachers is 32.35 and 3.78 respectively while that of the students is 32.16 and 4.38 respectively. Calculated t-value is 0.34 and a p-value of 0.76. Since the p-value ($p=0.76 > 0.05$) is greater than the chosen alpha level of 0.05 at 391 degrees of freedom, the null hypothesis accepted meaning that there is no significant difference between the mean response scores of teachers and students on classroom management strategies teachers employ to manage expectations from students for effective teaching and learning.

Hypothesis Three: there is no significant difference between the mean response scores of teachers and students on classroom management strategies teachers employ to manage students' academic work for effective teaching and learning

Table 8: Mean, Standard Deviation and t-test Analysis of the Strategies Teachers Employ to Manage Students' Academic Work for Effective Teaching and Learning

Respondents	N	\bar{X}	Std.D	d.f	t-cal	t-crit	p.value	Sig	Result
Teachers	54	60.57	10.11						
Students	339	54.42	10.31	391	4.14	1.96	0.0001	0.05	Insignificant (Accept Ho)

Table 8 reveals that mean and standard deviation for the teachers is 60.57 and 10.11 respectively while those of the students are 54.42 and 10.31 respectively. Calculated t-value is 4.14 and a p-value of 0.0001. Since the p-value ($p=0.001 < 0.05$) is less than the chosen alpha level of 0.05 at 391 degrees of freedom, the null hypothesis is rejected meaning that there is a significant difference between the mean response scores of teachers and students on classroom management strategies teachers employ to manage students' academic work for effective teaching and learning.

Hypothesis Four: There is no significant difference between the mean response scores of teachers and students on classroom management strategies teachers employ to manage inappropriate behaviour for effective teaching and learning.

Table 9: Mean, Standard Deviation and t-test Analysis of the Strategies Teachers Employ to Manage Inappropriate Behaviour for Effective Teaching and Learning

Respondents	N	\bar{X}	Std.D	d.f	t-cal	t-crit	p.value	Sig	Result
Teachers	54	54.81	8.09						
Students	339	55.34	10.82	391	0.42	1.96	0.67	0.05	Insignificant (Accept Ho)

Table 9 reveals that mean and standard deviation for the teachers is 54.81 and 8.09 respectively while those of the students are 55.34 and 10.82 respectively. Calculated t-value is 0.42 and a p-value of 0.67. Since the p-value ($p=0.67 > 0.05$) is greater than the chosen alpha level of 0.05 at 391 degrees of freedom, the null hypothesis is accepted meaning that there is no significant difference between the mean response scores of teachers and students on classroom management strategies teachers employ to manage inappropriate behaviour for effective teaching and learning.

Hypothesis Five: There is no significant difference between the mean response scores of teachers and students on classroom management strategies teachers employ to promote appropriate use of consequences for effective teaching and learning.

Table 10: Mean, Standard Deviation and t-test Analysis of the Strategies Teachers Employ to Promote Appropriate Use of Consequences for Effective Teaching and Learning

Respondents	N	\bar{X}	Std.D	d.f	t-cal	t-crit	p.value	Sig	Result
Teachers	54	50.30	17.26						
Students	339	55.16	10.68	391	2.82	1.96	0.005	0.05	Significant (Reject Ho)

Table 10 reveals that mean and standard deviation for the teachers is 50.30 and 17.26 respectively while that of the students is 55.16 and 10.68 respectively. Calculated t-value is 2.82 and a p-value of 0.005. Since the p-value ($p=0.005 < 0.05$) is less than the chosen alpha level of 0.05 at 391 degrees of freedom, the null hypothesis is rejected meaning that there is actually a significant difference between the mean response scores of teachers and students on classroom management strategies teachers employ to promote appropriate use of consequences for effective teaching and learning.

6. Summary of Findings

Summary of findings are as follows:

1. Teachers and students accepted all the classroom arrangement strategies as those implemented to ensure effective teaching and learning.
2. Teachers and students accepted all strategies used to manage expectations from students.
3. Teachers accepted all strategies to manage students' academic work except item 26-encouraging group work amongst students reduces off-task behaviours, whereas students accepted all strategies to manage students' academic work except item 28-use of feedback from students.
4. Teachers accepted all items to manage inappropriate students behaviour except item 38-giving unprepared students quizzes that will be due at the beginning of the next lesson, whereas students accepted all strategies to manage inappropriate behaviour except item 48-referring students who violates policies on academic integrity to the university cancelling centre.
5. Teachers and students accepted all the items strategies employed to promote appropriate use of consequences.
6. There is no significant difference between the mean response scores of teachers and students on classroom management strategies teachers employ for effective teaching and learning in universities.
7. There is no significant difference between the mean response scores of teachers and students on classroom management strategies teachers employ to manage expectations from students for effective teaching and learning.
8. There is actually a significant difference between the mean response scores of teachers and students on classroom management strategies teachers employ to manage students' academic work for effective teaching and learning.
9. There is no significant difference between the mean response scores of teachers and students on classroom management strategies teachers employ manage inappropriate behaviour for effective teaching and learning

10. There is actually a significant difference between the mean response scores of teachers and students on classroom management strategies teachers employ to promote appropriate use of consequences for effective teaching and learning.

7. Discussion of Findings

The results of the study are discussed here respectively:

7.1. Classroom Arrangement Strategies Employed by Teachers for Effective Teaching and Learning

The result of the study revealed that the classroom arrangement strategies employed by teachers in managing classroom include proper arrangement of seats, making sure that all instructional materials to be used in the classroom are available, proper classroom arrangement that allows teachers to see the whole class at a glance, proper classroom arrangement that enables the teacher move freely to monitor students participation, proper arrangement of classroom to enable teachers to have one-on-one interaction with students, ensuring that noise is minimized, making sure that handsets are switched off, ensuring maintenance of safety standards in laboratories.

The result of the hypothesis revealed that there is no significant difference between the mean responses score of teachers and students on the classroom arrangement strategies teachers employ for effective teaching and learning. This result means that teachers and students are in agreement concerning the strategies teachers adopt in arranging their classroom to ensure effective teaching and learning. This result is expected and not surprising. This is because sitting arrangement is a key to class control and an improperly arranged classroom will have the semblance of a market place and effective teaching and learning will be impeded.

This finding is supported by Kizlik (2019) and Abraham in Agabi and Okorie (2007) who assert that proper arrangement of seats can help the teacher control class adequately and can also aid effective teaching and learning. This is because aside the order times shown when the classroom is properly arranged it permits the teacher to see everyone and everything going on in the class at a glimpse. Bhatnagar (2018), also supported this finding by stating that “It is a known fact that each learner is unique and has a distinct style of grasping the content delivered in the class. Hence if a teacher has a good connect with the students it means that she understands the unique learning styles of the learners.” Proper arrangement of the seats goes a long way to help the teacher connect with the students since all possible obstructions to the teacher’s movement may be curtailed.

7.2. Classroom Management Strategies Employed by Teachers to Manage Expectations from Students

The result of the study revealed that the strategies teachers employed include: communicating classroom policies and requirements to students on the first day of class, establishing relationship with students through dialoguing on class expectations, going through course outline with students on the first day of class, directing students to university resources where they can buy course materials, informing students of anti-cheating policies, demonstrating caring behaviour towards students, allowing students to make their input on policies that concern them, knowing the names of all students and calling them by their names and scheduling to meet individually with students to foster rapport. The result of the hypothesis revealed that there is no significant difference between the mean response score of teachers and students on classroom management strategies teachers employ to manage expectations from students for effective teaching and learning.

This result means that teachers and students share the same views on the classroom management strategies teachers implement to manage their expectations from students. The result is expected and not surprising because teachers and students as partners in progress interact frequently and these interacting produce a number of expectations especially on the side of the students which when neglected can inhibit effective communication and hence teaching and learning.

This finding is supported by Kizlik (2019) and Okorie in Nwideduh (2009) when they state that appropriate teacher expectations for his students regulate students' behaviour as students come into the classroom with a clear sense of how they are to behave.

7.3. Classroom Management Strategies Teachers Implement to Manage Students' Academic Work for Effective Teaching and Learning

The findings revealed that the strategies teachers implement to manage students' academic work include: fostering students active participation by encouraging peer-to-peer discussion, encouraging students to take more responsibilities for themselves by establishing a learning community in the classroom checking off-task behaviour by encouraging class discussion, encouraging group work among students reduces off-tack behaviour, providing students opportunity to share their thoughts, use of feedback from students, seeking feedback mid-way through the semester to increase modes of effective information delivery, seeking feedback to decrease less effective information delivery modes, involving all students in class activities, insisting that all students must do their continuous assessment, ensuring regular evaluation of students class activities, avoiding the use of ambiguous and vague terms. Teachers did not accept that encouraging group work among students positively influence teaching and learning. Students did not accept that the use of feedback from students can ensure effective teaching and learning. Students did not also accept that involving

all students in class activities can ensure effective teaching and learning. This result is not surprising but expected. This is because today's classroom has become more complex than it was many decades ago. In today's classroom many students do not like to work collaboratively with their peers because of competition and introduction of computer-assisted instruction hence they do not see use of feedback from students and involving all students in class activities as worthwhile classroom strategies.

On the other hand teachers did not view the strategies of encouraging group work among students worthwhile, probably because it negates competition for grades which is part and parcel of academic institutions. Apart from these the findings are in line with that of Kizlik (2019). In spite of the fact that teachers and students did not unanimously agree on all strategies for managing students' academic work, the hypothesis revealed that there is no significant difference between the mean response score of teachers and students on the classroom management strategies teachers implement to manage students' academic work.

7.4. Classroom Management Strategies Teachers Implement to Manage Inappropriate Behaviour for Effect Teaching and Learning

The result revealed that strategies include: addressing inappropriate behaviour bordering on incivility, confronting students in private for inattentive behaviour, giving unprepared students quizzes that will be due at the beginning of the next lesson, remedying the whole of academic integrity policies from time to time, taking away the examination papers immediately from a student found cheating, utilizing conflict resolution strategies to allow class members to develop a long term solution that is mutually acceptable, referring students who violate policies in academic integrity to the university counselling centre, handling students inappropriate behaviours that is disruptive by ending the class period and setting expectations to provide accommodation to students with documentation. However, teachers did not accept implementing the strategies of giving unprepared students quizzes that will be due but the beginning of the next lesson. Also students did not accept or recognize the strategy of referring those of them who violate policies on academic integrity to the university counselling centre as a strategy implemented by teachers to manage inappropriate behaviours.

The result of the hypothesis revealed that there is no significant difference between the mean scores of teachers and students on the classroom management strategies teachers implement to manage inappropriate behaviour. This result is expected and not surprising considering the heavy/excess workload teachers struggle to carry out on daily basis; they might be unwilling to perform extra task of giving unprepared students quizzes which will add to their non-acceptance of the strategies of referring students who violate policies on academic integrity to university counselling centre. The result agrees with Ladeji-Osias and Wells (2014) recommendations as well as Kizlik (2019) suggestions on strategies teachers should implement to manage student inappropriate behaviour.

7.5. Classroom Strategies to Promote Appropriate Use of Consequences Teachers Implement for Effective Teaching and Learning

The result revealed that the strategies teachers implement to promote appropriate use of consequences includes: punishing students who offend as an expression of displeasure of class and society, punishing students who offend to discourage other students from committing the same offence, punishing students to positively correct their behaviour, making students to understand the reason they are punished, explaining to students who offend, the gravity of the offence, use of punishment as a last resort in addressing misbehaviour, employing principles of fairness and justice and making sure that students are aware of the connection between task and grade. This means teachers and students agree that the strategies are those teachers use to promote appropriate use of consequences. This result is expected and not surprising. The finding is in line with the thoughts of Barrell and Partington as cited in Agabi, Onyeike and Wali (2013) who suggested that punishment should be an expression of displeasure of society or class at the offence, punishment should serve as a deterrent that should discourage or warn others from committing the same offence it should be reformative. The hypothesis revealed that there is a significant difference between the mean response score of teachers and students on the strategies teachers implement to promote appropriate use of consequences. The hypothesis is therefore rejected. This difference could be due to sampling error.

8. Conclusion

The study investigated classroom management strategies teachers employ to ensure effective teaching and learning in universities in Rivers State. It revealed that teachers implement strategies that fall under five components of classroom management. In particular the study showed that teachers employ most of the strategies gleaned from literature and highlighted in this study. Furthermore, the finding indicates that teachers in universities in Rivers State implement proven classroom management strategies. It was also deduced that teachers and students are in agreement on desirable classroom management strategies. This implies that there is effective teaching and learning in universities in Rivers State. The study therefore recommends that teachers should sustain the use of proven classroom management strategies in managing classrooms and University management on the other hand should encourage teachers to sustain effective management of their classrooms by recognizing and rewarding hardworking teachers.

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