

ACHIEVING EFFECTIVE, INCLUSIVE AND COMPREHENSIVE CLASSROOM MANAGEMENT IN EDUCATIONAL INSTITUTIONS IN NIGERIA

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Abstract

Education is generally connected to all spheres of life of a people and their state as moral, social, economic, political, scientific, technological and axiological reorientations targeted at transforming a people can be routed through education and the beginning point in using education to achieve all the above starts from the classroom. Analytic insights show that the classroom is a microcosm of the larger society where many complex disruptive behaviours exist and a development that emanates from this is that, though, classroom management is a herculean task, and every teacher must have a commanding knowledge of classroom management. Using the philosophical methodology, this paper discusses classroom management and strategies for achieving effective, inclusive and comprehensive classroom management in educational institutions in Nigeria. The paper is unambiguous in categorically stating that the teacher is at the centre of classroom management as he coordinates the management, control and manipulation of every other actor in the classroom. The paper recognizes that effective, inclusive and comprehensive classroom management is a combination of many factors, principal among which is that teacher education institutions should stress the importance of classroom management during the training days of teachers, should provide teachers with skills to contain disruptive behaviours in teaching and learning process and teachers should learn to prioritize relational and collaborative behaviours between them and learners in the teaching and learning process among others.

Keywords: Classroom, Classroom Management, Teacher, Nigeria.

Introduction

All over the world, people are favourably disposed to education and have an unquenchable and burning desire for its pursuit. This unquenchable and burning desire for the pursuit of education is demonstrated by states, individuals and institutions in the state. The high regard education enjoys all over the world can be attested to by the fact that education ranks among the topmost social and welfare services that responsible states provide for their citizens (Shively, 2005) and a corresponding attitude that follows the high regard that education receives is one in which individuals count themselves as nothing and colossal failures should they not educate their sons, daughters and wards including using education to influence humanity and states solely rely on education for the introduction of innovations in the social, economic, political, scientific and technological spaces that target bringing in transformations for the advancement of the individual and the sustainable development of the state. The unquenchable and burning desire in the pursuit of education receives additional boost on the justification that developed states, irrespective of their developmental sophistication still embrace education as a platform through which they can launch themselves to the next level of development while developing and underdeveloped states also fix their hope on

education as a platform through which they can achieve their developmental dreams or catch up with the developed states. This receptive attitude of humanity generally towards education may hinge on the fact that there cannot be any transformation in any sphere of life of a people or state – be it in science, technology, culture, health, religion, politics, economics, environment and the exploration and exploitation of its resources that can be successful without education.

All what happens in education ranging from the translation of policies into achieving all that the individual, the state and society expects from the education industry takes place in the classroom through the actions and activities of the teacher. Basically, the classroom can be taken as an aesthetically designed architectural complex or space for teaching and learning process in the formal education system and what accounts for the complexity of the classroom is that the classroom is a microcosm of the society as it is constituted of by individuals and groups who have different backgrounds, cultures, values, beliefs, different moral upbringing, different sociological, metaphysical, political, ideological and philosophical outlooks and orientations. As individuals and groups who differ in many ways converge or meet in the classroom, they may likely have different expectations of the classroom, pedagogy, curriculum, different aspirations and different expectations and interpretations of the roles of the teacher in particular and the school system generally.

No doubt, the different expectations from critical stakeholders in the education industry such as students may be pointing in the direction that the classroom may inherently possess such characteristics that may revolve around the fact that many things take place in the classroom (multidimensional nature of the classroom) and they happen at the same time (events happen in a simultaneous nature in the classroom) in ways that cannot be foreseen (unpredictability of events in the classroom), in the presence of many people (public) and actions and activities that take place in the classroom owe their roots to the past or are linked to social, historical and cultural backgrounds and inherently have potentials to shape and influence the behaviours and actions of people in future. As individuals and groups who have different aspirations and expectations under the care of one teacher and one institution in an institution of learning, they, the learners are likely to express themselves base on their individual and group aspirations and expectations. Deriving from the fact that events that happen in the classroom happen in ways that cannot be predicted, possibility of disorderly and disruptive behaviour in the forms of some learners superimposing and lording their wishes, aspirations and expectations over the others cannot be ruled out and where this happens, effective delivery of instruction can be compromised and achieving the aim and objectives of education for the sustainable development of the individual and his state will be terribly affected.

Every teaching and learning situation demand the highest maintenance of an environment where distractions, and disruptive behaviour should not exist, no matter under any guise. An environment that is supportive of effective delivery of instruction must be one where the prevalence of order is of supreme concern. In fact, standing firm and ensuring that environments that are conducive and supportive of quality teaching and learning prevails means that every teacher should have a robust knowledge of classroom management. Paradoxically, a thing of regret is that one tragedy and one mis-normal in teaching and learning in particular and generally in the education industry is that not many teachers have a robust and resounding knowledge of classroom management and this is a challenge which stakeholders in education must address. A direction for addressing this challenge can be one that calls for effective, comprehensive and inclusive system of classroom management where collaboration and cooperation among all the stakeholders can be the target and the

collaboration and cooperation can principally and fundamentally target the fashioning out of an environment where mutual interests and gainful interactions can become norms. This paradigm shift in classroom management in teaching and learning in the education industry in Nigeria is achievable and modalities for translating this novel idea into reality is the concern of this paper.

The methodology for this study is purely philosophical and a methodology in a study according to Nwaokugha and Danladi (2016:421) is said to be philosophical when it employs speculation analysis and prescription. Discussing speculation as a method of philosophical research, Odour (2010:97) writes that “to speculate is to wonder, conjecture, guess or to hypothesize” while Aminigo (1999:4) and Agulanna (2011:89) writes that speculation as a method of philosophically carrying out a study is an attempt to find logical coherence in an entire realm of thought or experience.

Special attention needs to be drawn on the heart of the matter in speculation as a method of philosophical research and this is that the whole idea of this method of study revolves around orderly, sequential and logical clarity in any presentation that is the subject matter of any philosophical discussion. When this is broken down, it simply means that the acceptability and authenticity of any proposition heavily depends on the logical consistency of the supporting ideas that are contained in a proposition so much that a coherent and sequential order is maintained, namely what comes first in a proposition is inherently and logically related to what follows it or more technically a conclusion deriving from its premise. What is paramount here is that this method of carrying out a study is interested in establishing how truth or fact in a proposition is logically arrived at especially how a conclusion researched in a proposition is derived from the body of ideas that make up the proposition. In fact, how speculation works out is such that any scholar who is receptively disposed to using it starts by building up his or her ideas and logically or systematically establishes how one idea is deeply related to the other in the whole body of ideas. Two key determinants that are fundamental in any speculation are language and logic and effective use of language and logic creates robust backgrounds for convincing and establishing the facts so intended by a researcher.

The centrality of speculation in developing and generating ideas cannot be underestimated, however, it needs to be pointed out that topics and subject matters that hardly yield themselves to definite answers are best addressed using speculation and this accounts for why metaphysics and metaphysical topics are best addressed speculatively. Again, axiology and axiological topics especially those that are rooted in social philosophy, ethics, political philosophy and aesthetics are best addressed speculatively, where the mode of operation is for the scholar whose areas of interest is in the above to critically discuss reality as it exists at the moment but transits to objectively discuss reality in the objective and authentic way it should be. This provides justifications for this methodology in this paper.

Analysis as a method of philosophical research concerns itself with meaning and making meaning explicit in context of use and this preoccupation with meaning correspondingly helps in resolving the ever-present conflicts in the affairs of man and his institutions. What had been said above can be revealing namely that the focus of analysis on conflict resolution projects efforts in analysis as formidable foundations for the promotion of peace, stability, harmonious living, checkmating of disagreements, disorder, confrontation, violence etc. It is on this ground that Nwaokugha (2021:102) writes that analysis is “key to clarifying and decoding inconsistencies and ambiguities that are ever-

present in man's daily social, political, religious, scientific, economic, technological and environmental activities". It is true concepts, terms, words and propositions, sometimes convey elements of vagueness, ambiguities, and contradictions in man's efforts to express himself and vagueness, ambiguities and contradictions are at the root of conflicts and violence that are becoming norms in the 21st century. Beaming analytic searchlights on concepts, terms, words and propositions helps to clear ambiguities, vagueness and contradictions that such concepts, words, terms and propositions may be associated with. It can be established that analysis helps to develop a sense of precision in learners including providing sufficient opportunity for many people to contribute in establishing meanings associated with concepts, words, terms and propositions and the more this is done, the better for the knowledge industry and humanity generally.

The usefulness of analysis especially in establishing meaning, conflict resolution and peacebuilding has made it a centre of attraction in contemporary practice of philosophy and academic pursuits across disciplines. Language and logic are also critical in effective practice of analysis. Prescription as a method of philosophical research invokes a meaning that revolves around establishing standards for judging values. Oduor's (2010:97) position on prescription sheds more light on its role in research when he writes that "to prescribe is to recommend or set down as a rule or guide". This means every quality research has elements of prescription as suggestions or solutions on how to address identified problems qualify as prescription. In fact, Nwaokugha (2021:102) says it all, when he writes that;

prescription is achieved in a research in the form of a researcher making autonomous value statements on how an issue that has been the focus or subject matter of a philosophical discussion can be resolved so that all the wrongs noticed in the course of the discussion can be harmoniously addressed. In a way, suggestions and recommendations in researches and other forms of writing fall within the frame of reference of prescription.

Researchers must continue to prescribe in their efforts to conduct researches, however, scholars who show interests in axiology, particularly aesthetics, ethics, social and political philosophy may not effectively practice without resorting to prescription. Recent developments in the knowledge industry make philosophical research methods the first choice among learners and researchers. According to Nwaokugha (2022:159), philosophical research method is known for triggering the breaking of new frontiers of knowledge across disciplines, thereby enriching the knowledge world, including sharpening the investigative skills of learners and researchers. Such accolades on philosophical research methods had long been recognized by Nwaokugha and Danladi (2016:421), when they write that the philosophical research method is not restrictive and the consequence of this is that it does not impoverish researchers and disciplines, rather it paves the way for researchers to venture into diversified problem areas across disciplines, thereby promoting the laying of foundations for ground breaking breakthroughs in the knowledge industry. Also, Nwaokugha and Ihuoma (2019:277) add to the praise that is showered on philosophical research methods when they write that:

The use of the philosophical research methods helps to boost the confidence level of researchers as researchers see every challenge in any academic discipline as solvable and resolvable. In fact, philosophical method of enquiry stimulates in scholars the desire to critically and continuously try out new academic options that can result in phenomenal improvements of scholars and the breaking of new frontiers of knowledge.

Revelations which all the above exposes are that studies that are deep rooted in philosophical research methodology promise humanity maximum dividends associated with research, which principally is adding value to the quality of human conditions. A known tradition which studies that employ the philosophical research methodology is known for is to exclusively focus attention on the clarification of key concepts in the study and to this we turn.

The Concept of Classroom Management

It is a fact that concepts which are in daily use or which are mostly used are the most difficult concepts to define in precise and concise terms and the inclinations of such concepts to be so derive from the fact that attempts at defining them hardly produce a consensus or a one size fits all definition. This means that such concepts are destined to have many definitions from the different perspectives of scholars or schools of thought of scholars that show interests in defining such concepts. This is true about classroom management. The other dimension that makes classroom management an enigma comes from teachers, who face the challenges of classroom management on a daily basis in their efforts to deliver instructions to learners, but the truth remains that no two teachers have the same conception of what classroom management means or the same way to go about managing a classroom. This is so serious as every teacher adds something that is idiosyncratic and that makes his or her conceptualization of classroom and classroom management unique. The above background information about classroom management reveals that classroom management is one concept in which scholars have spilled sufficient ink on and have devoted a lot of attention in attempts at defining it.

It is possible part of what makes classroom management an enigma may derive from the fact that the classroom as a space for instructional delivery in the education industry is a microcosm of the larger society, which on its own is a complex set up. Those who belong to the various classrooms come from several socio-economic, cultural and religious backgrounds, share different values, beliefs, aspirations, expectations, likes and dislikes. That the above is so about the classroom means that those who belong to the various classrooms bring into the classrooms' elements of their personal beliefs, values, culture, socio-economic background, aspirations, expectations, likes and dislikes, thereby suggesting that elements of absence of peace, disquiet, pomposity and disruptive behaviours can be found in every classroom. Be this as it may, the behaviours that are not expected in the classroom and are of serious concern to the teacher are the prevalence of disquiet, pomposity and other disruptive behaviours. This means every competent and professional teacher has a task before him or her in the classroom and the earlier he or she knows about this, the better for him or her. This means every teacher must have good knowledge of classroom management.

According to Dasaradhi, Ramakrishna and Rayappa (2016:529), the term classroom management is often used to refer to behaviour modification or discipline only and for good reason. These scholars have some reservations about behaviour modification in their conceptualization of classroom management and their position is that any inclusive and comprehensive conceptualization of classroom management should demand from the teacher a move away from behaviour modification to systematic strategies for promoting learning before such efforts can square in as classroom management. In their bid to be comprehensive and correspondingly treat classroom management as an inclusive and comprehensive concept, they identified a broader conceptualization of classroom management to include other things, notably;

- i. How we arrange classroom space
- ii. How we present out “teaching self” in the space, and
- iii. How we expect students to demonstrate that they have learned what we want them to learn.
(p.530)

On the basis of the all-encompassing nature of classroom management, they write that every conscious action of the teacher in the teaching learning process;

Has implications for classroom management including creating the setting, decorating the classroom, arranging the chairs, speaking to students and handling the responses, putting routines in place (and then executing, modifying and reinstituting them), developing rules and communicating those rules to the students. These are all aspects of classroom management.
(p. 531).

In the words of Ho and Lin (2016), effective classroom management includes the creation of positive relationship between teachers and students, the creation of supportive classroom climate, coming up to student’s sentimental needs while Jouti (2020:244) writes that “classroom management includes a variety of skills, styles and methods used in teaching to enhance students’ learning and motivation”.

From the positions of the scholars cited above, it can be established that one common denominator that links and unites all that is said about classroom management is the ability of the teacher to ensure that there is a harmonious, conducive and supportive environment where peace and order that promotes sustainable teaching and learning prevails. Correspondingly, what is at the heart of classroom management is the prevalence of a harmonious, conducive and supportive environment that can enhance the job of the teacher, including conscious attempts by the teacher to stimulate in learners appropriate behavioural dispositions that are supportive of learning where every learner in a classroom benefits maximally from the teaching learning experiences that the teacher provides so that the objectives set out for learners and every stakeholder in education can be achieved. All ideas which classroom management invokes can be summed up as revolving around what Jouti (2020:245) calls “providing safe and comfortable climate where motivation of students and building their self-esteem are practiced and encouraged. What this means is that any teaching learning situation where classroom management, no matter under any configuration it is conceived, can be said to have been effectively maintained where the teacher manipulates the classroom so much that no room or space is created for any disorderly and disruptive behaviour, no matter how insignificant it may be. What is implicated here is that eliminating disorderly and disruptive behaviours in teaching and learning and focussing learners’ attention on the tasks of learning so that teaching and learning becomes enjoyable to the extent that the teacher effectively delivers instructions meant for learners and learners derive maximum satisfaction out of the teaching learning experience falls within the frame of reference of classroom management. Put slightly different, classroom management revolves around the teacher creating supportive, stimulating and conducive environment that can morally and respectfully challenge learners to learn.

Classroom management is unique and part of why this is so is that the level of proficiency and expertise a teacher has in classroom management determines the quality and quantity of instructions he can deliver as well as the level of achievement his learners can achieve. Teacher’s expertise in classroom management defines learners’ receptive attitude to education as well as their responses to extra-curricular activities in the school especially opportunities for bonding people of different socio-

economic status in social issues ranging from love, solidarity, mutual respect, mutual support and cooperation so much that friendship and other relationship ties that people enjoy later in their lives can be started from the pattern of behaviour of learners in the classroom. It is from the classroom that important social missions of the school which include the development of social skills of learners and preparing learners for performing their social functions starts. What the above reveals is that failure and success in what happens in the classroom and the school generally is determined by the teacher's knowledge of classroom management. That this is the case means that actions and activities for effective classroom management lies with the teacher and must be planned and executed by the teacher.

It is important we point out that any teacher in the education industry who parades the best certificates but is terribly and epically shallow in the knowledge of classroom management has lost out and missed out on what it takes to be a professional teacher. This position is so taken and so established because well planned and well packaged instructional provisions can fail woefully to the point of not achieving those behavioural objectives that are expected of them when the classroom, which is the instructional space or laboratory for testing the validity of such well-intentioned and well planned instructional provision is poorly managed. This is a serious reminder that disorderly and disruptive behaviours in teaching and learning is a monumental threat with potentials to undermine the creative and sincere efforts of the teacher to impact knowledge as well as the concentration of learners to learn. Disorderly and disruptive behaviour is one major behavioural manifestation from learners that can frustrate a teacher so much that all his good intentions and good plans for effective instructional delivery can translate to nothing. Disorderly and disruptive behaviours from learners in the teaching learning process in the education industry has the capacity to reduce the expectations teachers have prior to joining the teaching profession and this is at the root of many committed teachers leaving the teaching profession to look for opportunities elsewhere. The premature exit of many teachers due to disorderly and disruptive behaviours from learners can be said to have a more disastrous effect on the teaching profession namely the abandoning of the teaching profession by highly committed and enthusiastic teachers and the dominance of the sector by teachers who have nothing to contribute to neither the state, human capacity building nor the growth and development of the teaching profession.

In addition to the above, disruptive and disorderly behaviours from learners can make the teacher to be uncomfortable, lacking the ability, zeal and enthusiasm to create the necessary relational setting that can be supportive and conducive for learning. Where the teacher is caught in the web as demonstrated above, he is likely to suffer burnout and likely to show signs of general disenchantment in the course of doing his duties. What seems to be the worst ominous consequence of disruptive and disorderly behaviour is that students who indulge in disorderly and disruptive behaviours generate bad influence on others, miss classes and their actions and activities are also detrimental to the effective administration of the school and the moral health of the community and society at large.

Practical Steps for Achieving Effective, Inclusive and Comprehensive Classroom Management

One notable thing of interest in the education industry in the 21st century is the degree of change in the sector and such change occurs to reposition education for purposes of reinventing itself for

greater service delivery to humanity. Because change occurs in a split second order in the education industry, practitioners and stakeholders in the education industry also need to key-in and embrace change by changing old practices. No doubt, change occurs in the education industry in a split second order so much that policy decisions reached easily become obsolete before their implementation and the prevalence of change in the education industry is so common that there is hardly any area in education that does not experience or bear the seal of change. One area where change is predominant and is still needed in education is in the area of classroom management.

It is not to be doubted that change has made its impressions on classroom management as the concept of classroom management consistently keeps widening and expanding its conceptual constituency. One scholar who recognizes the widening and expanding potentials of classroom management is Postholm (2013:389), who writes that in the past, classroom management had been thought of as exclusively focused on pupil's behaviour and discipline and was rooted in the behaviourist understanding but in recent conceptualization, classroom management is presently more about understanding the class as a social system. From another perspective that still takes into cognizance the need for changes in classroom management, Dasaradhi, et al. (2016:531) write that research in classroom management "has moved away from a focus on controlling behaviour and looks instead at teacher actions to create, implement and maintain a learning environment within the classroom". Being guided by the above, this widening and expansion of the concept of classroom management may be suggesting that the stage is mature and ripe for effective, inclusive and comprehensive approaches to classroom management.

There can be no discussion in the education industry that can become meaningful and successful without the teacher, simply because it is upon his expertise and commitment that every other initiative that is routed through educations come to fruition and on the basis of this, achieving the aim of classroom management which Postholm (2013:389) writes is twofold namely "the establishment of a quiet and calm environment in the classroom so that pupils can take part in meaningful learning in a subject" and helping to contribute "to pupil's social and moral development" may not be translated into reality without the teacher. This suggests that there are behaviours and actions that a teacher can put up which can enhance his classroom management abilities and principal among which is the ability of the teacher to establish what Dasaradhi et al (2016) call;

- i. Creating a learning environment
- ii. Setting expectations
- iii. Creating positive classroom environment
- iv. Initiating motivational climate
- v. Maintaining a learning environment, and
- vi. Developing problem-solving skill

Creating a learning environment that promotes effective, inclusive and comprehensive classroom management by a teacher invokes a meaning that revolves around order, systematic and careful planning of the physical and cognitive space respectively. The seating arrangement of members of the class in an order where no one learner constitutes an impediment to another learner is a fundamental starting and entry point in a teacher's classroom management strategy and success in the teacher's instructional delivery and learners' ability to concentrate and comprehend what the

teacher teaches squarely depends on the seating arrangement in the classroom and the placement and positioning of instructional materials in the classroom. Professionally, every good teacher sets up tasks for himself and his learners. The task of the teacher is to device strategies that can be supportive and conducive of learners' comprehension of the instruction, he the teacher delivers to the learners in the classroom while the tasks of the learners are their concentration and commitment in terms of comforting themselves appropriately so that they can comprehend what the teacher teaches them and correspondingly demonstrate the expected behaviours as people who have learnt. What is emphasized here for effective, inclusive and comprehensive classroom management is that the cognitive space must be orderly arranged and manipulated for the comfort of the teacher and all the learners.

Setting expectations as dynamics for classroom management are basically normative and prescriptive as it fundamentally requires the teacher to identify, establish and have a vision of the behaviours he expects from his learners in the classroom and this is usually done through rules and regulations. Effective use of this mechanism in classroom management requires the teacher to formulate rules and regulations and to promptly inform his learners of the purpose and existence of such rules and regulations. To ensure that such rules and regulations for effective classroom management achieve maximum results, the teacher must ensure consistent enforcement of the rules in the classroom. For purposes of better results in the use of rules and regulations in ensuring effective classroom management, there is need for learners to participate democratically in the making of such rules. This is because learners' participation in the making of the rules can help create some measure of awareness on the existence of such rules and having been part of the people who formulated the rules, it can be difficult for learners to violate the rules.

Contemporary paradigm shift in classroom management makes case for cooperation between teachers and learners in the form of teachers becoming friendly to learners by accommodating the ideas and aspirations of learners in the formulation of specific and general policies of the class. Incorporating the ideas of the learners into the classroom management system of a school is a sure bet that can promote a sense of self discipline in learners because no one consciously violates rules and regulations that he or she voluntarily enters into for order to be achieved. This is the point highlighted by Postholm (2013:394) when he writes that "by being participant and by sharing control in the classroom with the teacher, the pupil can develop self-discipline. The above is a typical example of a person centred classroom management with its focus on shared responsibility. It is obvious that classroom management technique that incorporates shared responsibility, supports and promotes good and cordial relationship between teachers and learners and good and cordial relationship among learners and learners can guarantee better classroom management and where this becomes a norm, the teacher can consciously promote a robust and productive learning community that is inspiring and supportive of social, emotional, psychological and academic development of learners and the sustainable development of the state. Any teacher who achieves a classroom climate such as the one described above is likely going to experience less difficulties and challenges in managing his classroom.

Creating a motivational climate, maintaining learning environment and developing problem-solving skills in learners is another effective classroom management strategy and can be summed up as professional skills which any teacher who is determined to effectively manage his classroom must have. A professional teacher must have skills and these skills are combinations of all the instructional

strategies, tricks and intrigues the teacher uses in planning and presenting his instructions to learners in the classroom and at the heart of all of them is the teacher's commitment and zeal to arouse in learners a sense of curiosity that can stimulate in them feelings of excitement for learning and self-actualization. Guided by this and through the manipulation of his professional skills, a teacher can create a motivational scenario or setting that can help him to effectively manage his classroom through simply working on the mind-set of his learners in the form of sensitizing them on the need for them to be committed to their studies and to take their studies seriously, including reminding them of the consequences and implications of not being committed to their studies for their future. Such motivational climate that a teacher creates for purposes of effective management of his classroom has potentials to existentially cause learners to re-examine themselves alongside their individual values, worth, expectations vis-à-vis their actions and behaviours in the classroom.

Dasaradhi, *et al.* (2016:533) are correct in highlighting the roles teacher's professional expertise and skills play in classroom management when they write that:

One way that the teachers should encourage effort is through specific praise by telling students specifically what it is they are doing that is worthwhile and good ... when a teacher creates structure and order as well as a learning environment in which students feel the excitement of learning and success-then the classroom can truly be said to be well managed.

Displaying skills that can be conducive and supportive of classroom management means that the teacher must be academically sound in addition to being committed and dedicated to his job. Common sense shows that learners in classrooms where the teachers are weak academically and show no signs of dedication and commitment have consciously created spaces for the learners to be disorderly and disruptive in the classroom. It has also been established that learners in classrooms where the teacher is not academically sound are less likely to respect the teacher or hold him and his activities in high esteem and a corresponding behaviour anytime such teacher is in the classroom can be one that is characterised by disruption and disorderliness. It can be correct to say that such learners see their disruptive and disorderly behaviour as a way of keeping themselves busy following the inability of the teacher to effectively provide quality instructions to them.

This mean that the teacher has a lot of roles and responsibilities in putting up behaviours that are conducive and supportive of effective, inclusive and comprehensive classroom management. Any professional teacher who acknowledges his roles and responsibilities in maintaining good classroom management has directly and indirectly laid foundations which the learners can exploit and explore in improving their receptivity to learning. It has to be emphasized that variables within and outside the classroom play crucial and critical roles in influencing what goes on in the classroom and the teacher's professional expertise is key in building these into part of the teacher's instructional and classroom management skills.

In addition to being academically sound, a skill that produces superlative results in effective, inclusive and comprehensive management of a classroom is the ability of the teacher to know his learners individually and to identify their various areas of interests, their backgrounds and challenges. True, every classroom has people who come from different backgrounds and consequently have different values, interests and challenges. When a teacher establishes the different backgrounds, values and challenges of his learners and explores this knowledge, it performs wonders by assisting him to predict his learners and correspondingly understand when to give individual and individualized

attention to each of the learners. The fact that the teacher knows the backgrounds, values, interests and challenges of every learner in his classroom and ethically and professionally works for the benefit of all, can make every learner in the classroom to be orderly.

Teaching is a humane activity and for any teacher to be effective in classroom management, the teacher must have a charisma of his own. The challenge here is that it is the teacher who develops this charisma on his own base on his knowledge of the psychology of the learner and behaviours and practices that can best guarantee effective results in teaching and learning. What has been said can translate to mean that every individual teacher must have a philosophy of classroom management of his own if he is to be effective in managing the classroom for effective instructional delivery. Be this as it may, the best philosophy of classroom management for every teacher can be that where the teacher develops a sound and robust integrity for himself and combine this with morally sound commitment and devotion to his job. Any teacher whose professional practice identifies with the above can be said to be a field marshal in classroom management.

It is also possible teachers can exploit referral opportunities which their profession offers them to occasionally incorporate parents in their day-to-day classroom management issues. Here, teachers can invite parents and appreciate the orderly and harmonious behaviours that some students put up in the classroom and at the same time open up to parents on the disorderly, disruptive and undesirable behaviours that some students put up in the classroom. Awareness that the behaviour of one's son, ward or relation is disruptive and disorderly in the school and possible advice from such a parent can turn things around for the better. Dasaradhi, *et al.* (2016:532) highlight the importance of incorporating parents in classroom management issues when they write that:

By allowing and encouraging parents to be involved within the classroom, students and parents feel that what is occurring in the classroom is important. Parental involvement in the classroom and their child's education are two factors that play a crucial role in having a successful school year as well as having a positive classroom environment.

Conclusion

The classroom is specifically important in the drive for human capacity building through formal education and the general sustainable development of states as all political decisions and other professional manoeuvring and scheming that are tailored at improving the economic, political, moral, social, scientific, technological and general turn-around of the quality of lives of citizens in positive directions and efforts that target taking the state to the next level receive expected and robust professional attention in the classroom through curricular and pedagogical manipulation of the teacher. This means that the classroom performs important transformation roles in the general development of citizens and their state and correspondingly every teacher who wants to be effective and successful in his or her duties must have commanding knowledge of classroom management.

We have in this paper made a case for effective, inclusive and comprehensive classroom management in educational institutions in Nigeria. Success in classroom management is assured and guaranteed when teachers bear at the back of their mind that the classroom is a microcosm of the larger society and consequently learners bring their personal beliefs, values, socio-economic backgrounds, aspirations, expectations, likes and dislikes into the classroom. That learners bring into the classroom all the above implies that the classroom naturally is a meeting ground of several persons with

different characters and two things may be expected namely the prevalence of disruptive behaviours and the creating of a conducive environment by the teacher that can make order, calm and harmonious, co-existence that can promote and be supportive of teaching and learning. No teacher should see disruptive behaviours as a surprise in any meaningful teaching and learning situation. However, what the teacher should concern himself or herself with is the demonstration of the relevant professional skills that can contain and replace those disruptive behaviours so that the attention of learners can be captured for meaningful teaching and learning to take place. In other words, what is expected of the teacher is the demonstration of professional skills and knowledge that may revolve around the teacher creating positive and supportive environment where harmony and order will prevail and if possible, the teacher initiates and embraces morally sound relationships and other varieties of methods and techniques that can support, stimulate, promote and motivate learners to learn what he or she, the teacher presents to learners to learn.

The most important thing every teacher should bear in mind about classroom management is that effective classroom management is a collaborative and relational issue, where the extent he or she, the teacher manipulates the environment through the demonstration of professional expertise in methods of instructional delivery, effective use of space, availability and manipulation of instructional materials, seating arrangements, personal relationships with learners and their parents, individual teacher's charisma and success moral integrity go a long way in determining the teacher's success or failure in issues of classroom management. In a way, the teacher is at the centre of classroom management as every other variable in the classroom is within his jurisdiction to manage, control and manipulate and how successful the teacher does this determines his or her or failure in the professional task of classroom management. Practically, teachers should acknowledge that they are authorities and as authorities should be creative, assertive and innovative especially in issues that border on teaching and learning which is their immediate constituency.

It therefore follows that teacher education institutions should step up their games and this can be in the form of prioritizing the important of classroom management during training days of teachers in teacher education institutions. The point of emphasis during this period can be on the fact that achieving national policy and national objectives of states is dependent on what happen to learners in the classroom as effective management of the classroom can result in robust and superlative realization of national policy and national objectives of states while ineffective management of the classroom can lead to epical and phenomenal failures in the national policy and national objectives of states. In fact, classroom management should constitute a reasonable percentage of efforts in teacher retraining programmes.

Teachers as those who manage the classroom should be sensitized on the task before them and a better way of achieving this is to review and overhaul the admission into teacher education programme. A situation where those who missed first choice admissions in their choice areas dominate in the admission of candidates into teacher education institutions means that all expectations and aspirations that are to be translated into reality in the classroom may likely not be achieved. To redress this trend, there should be improved conditions of service for teachers so that committed and interested candidates can find their ways into teacher education institutions and the teaching profession.

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