

**CLASSROOM MANAGEMENT: AN INTEGRAL ASPECT OF EDUCATIONAL
PSYCHOLOGY IN TEACHER EDUCATION PROGRAMME**

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Abstract

Classroom management has been an important area in educational psychology and it represents a significant aspect of the teacher's pedagogical knowledge and is often found as a component of taxonomies and descriptions of core knowledge for teacher training programmes. This paper contextualizes the concepts of classroom management, educational psychology, major tasks of educational psychology, teacher education, classroom management and teacher education, and educational psychology's relevance in teacher education programs. The paper offered some recommendations, which included the need for proper knowledge of classroom management as an integral aspect of educational psychology, to help widen the scope of the curriculum and to produce quality teachers in various subject areas taught to all levels.

Keyword: Classroom Management, Curriculum, Educational Psychology, Teacher, Education.

Introduction

Because it guarantees that the learning process will be successful, classroom management has been a crucial issue in educational psychology. It is a crucial component of the teacher's educational knowledge and is frequently included in taxonomies and descriptions of the fundamental information that educators need to know. Effective problem-solving in the classroom entails both preventing issues from occurring frequently and reacting to them when they do. The best decisions in the classroom are based on a clear understanding of the goals and results that are wanted (Shukia, 2004), and new teachers who don't know enough about educational psychology may need to work on their management skills first before moving on to other areas of teaching. In order to build and sustain controllable practices that will minimize disruptive behavior and promote learning-oriented behaviors and activities, effective classroom management begins with a study of each individual student that makes up the group to be taught (Arif, 2003). Teachers' management methods should be in line with their students' learning objectives, the activities they utilize in the classroom, and their own qualities. In a perfect

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world, reflective instructors would implement management and education that took such factors into consideration (Emmer & Stough, 2001).

Concept of Classroom Management

Oyira (2016) reports that the variables that measure the classroom learning environment as perceived by pupils actually predict their attitude towards schooling and academic performance. Classroom management entails planning, supervising, controlling, and coordinating the activities of pupils in the teaching and learning processes (Adzongo & Olaitan, 2019). He goes on to say that the teacher employs a complicated collection of articulated behaviors to create and maintain the right conditions for students to successfully complete educational objectives. Brown cited Adzongo and Olaitan (2019) looking at classroom management as a "process involving the organization of certain academic tasks which are essential for effective teaching and learning in a special set up". Akpakwu (2012) defines classroom management as the orderly control of the learners, teaching materials, and teaching aids in order to obtain the desired learning objectives. The teacher manages the physical as well as the psychological environment to create an atmosphere that is conducive for learning. Igbacha (2014) defines classroom management as a process involving planning, organizing, coordinating, motivating, and controlling the actions of learners and materials in order to achieve instructional objectives. Everston and Weinstein (2016) say that classroom management is what teachers do to make the classroom a good place for students to learn both academic and social-emotional skills.

Jones as cited in Emmer and Stough (2001) emphasized the comprehensive nature of classroom management by identifying five main features:

1. An understanding of current research and theory in classroom management and student's psychological and learning needs
2. The creation of positive teacher student and peer relationship
3. The use of instructional methods that facilitate optimal learning by responding to the academic needs of individual students and the classroom group
4. The use of organizational and group management methods that maximize on task behavior.
5. The ability to use a range of counseling and behavioural method to assist students who demonstrate persistent or serious behavior problems.

This comprehensive definition of classroom management includes both creating and maintaining order, planning effective lessons, interacting with students as a whole, attending to the needs of individual students, and successfully managing individual student discipline and adjustment. Therefore, effective classroom management is seen as a requirement for student learning since it enables instructors to achieve other crucial educational objectives.

Kounim as cited in Emmer and Stough (2001) noted that the focus upon group management skills actually enables the teacher to program for individual differences and to help individual children. If there is a climate of work involvement and freedom from deviancy, different groups of children may be doing different things, and the teacher is free to help individual children. He also emphasized how classroom activities may have a significant impact on how students and teachers behave. The results of classroom management research have consequences for a range of educational policy issues, including teacher assessment, professional development, school reform, and how the general public views education. The ability of educational

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psychologists to positively influence school policy is enhanced by knowledge of this corpus of research (Emmer & Stough, 2001).

Concept of Educational Psychology

Educational psychology is an applied discipline that attempts to define, describe, and explain the changes that take place in individuals in their various stages of development. Ihuwa-Maduenyi (2007) defines educational psychology as the study of the ways in which the learner can be most effectively brought into successful interaction with the materials to be learnt, the learning situation, and the teachers who provide the learning opportunity. According to Kelly, cited in Nwachukwu and Agulanna (2002), educational psychology's main goal is to apply to apply scientific information about human nature to the teaching process, namely the motivation, direction, control, and assessment of learning. Thus, it seeks to provide the teacher with fundamental principles that will be useful in dealing with problems in the classroom and evaluating the educational process's means (Ordua, 2020). Thus, it seeks to provide the teacher with fundamental principles that will be useful in dealing with problems in the classroom and evaluating the educational process's means (Ordua, 2020).

Kundo and Tutoo (2007) analyzed the major tasks of educational psychology as listed below: To give knowledge of the nature the child. Thorough understanding of the child help to guide the prospective teacher to know the characteristics of the learner at their different stages of development, he utilizes these characteristics in teaching and molding the behavior of the learners in the classroom.

1. To give understanding of the nature, aims and purpose of education. It is expected of a teacher to understand the nature, aims and the purposes for which teaching and learning in taking place to avoid regrettable and deplorable consequences on part of the teacher in classroom.
2. To give training in method of measuring abilities and achievement in school subjects. It is the function of educational psychology to provide adequate training in measuring the abilities and achievement of students in school subject.
3. Good instructors demonstrate their commitment to their pupils by putting the necessary educational psychology ideas and strategies to use in the classroom. Teachers must cope with a broad range of students' skills and obstacles (Ordua, 2020).
4. To assist in the better adjustment of children and to help them to prevent their maladjustment in the classroom setting, which will enhance and improve the child's growth and development,
5. To encourage a positive outlook among both instructors and pupils. The goal of teacher training programs is to help future teachers feel good about their jobs and give them the skills they need to deal with the challenges of the classroom.

Concept of Teacher Education

Kaibo (2012) says that the right planning, methodical application, and implementation of teacher education help people who teach or will teach, especially but not only at the elementary and post-primary levels of education. The preparation of administrators, supervisors, and guidance counselors is included in its expanded scope within the same framework of reference.

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It is also the arrangement of the academic curriculum that was made to train teachers, school administrators, supervisors, and guidance counselors in their fields. According to the National Commission for Colleges of Education's 2020 vision and goal statement, a teacher in Nigeria is the very definition of excellence in education. Teacher education must take center stage in the structuring and planning of contemporary society since education has emerged as the key tool for society's overall development. As a result, Nigeria's citizens and government must work hard to make teaching and teacher preparation highly desirable careers. Among other things, the mission of teacher education in Nigeria ought to be:

1. Creation of highly disciplined, competent, and competent instructors at all levels of the educational system who are highly driven.
2. The training of teachers in the design, implementation, and evaluation of curricula as well as in child psychology, learning outcomes assessment, research, guiding, and counseling.
3. Production of professionals who can combine the use of conventional teaching strategies and worlds unfolding ICT in the generation and imparting of knowledge attitudes, values and skills.
4. Continuous preparation and upgrading of teachers who can stand out for their professional competence, sense of social responsibility and commitment, to functions effectively as constructive socio-economic, moral and spiritual change – agents needed to promote goodwill, peace and progress in the 21st century.

Effective teacher education programme can only be achieved through laudable knowledge of educational psychology which will help in effective production of teachers that can help his/her students to be able to effectively translate curricula provisions, develop scientifically literate citizens that can fit into the technologically changing world and promote Nigeria's image.

Classroom Management and Teacher Education

Educational psychologists' studies into classroom management have greatly advanced our knowledge of the best ways to teach. This body of research has also made educational psychology more important for teacher education and teacher educators. It has also led to findings that can be used to make action plans for teachers that work (Emma & Stough, 2001).

The Relevance of Educational Psychology in Teacher Education Programs

Educational psychology's diverse contributions have greatly benefited both educational theory and practice. A grasp of educational psychology is essential for instructors because it gives them the foundational skills and guidance they need to handle problems that develop during the teaching-learning process. Understanding educational psychology is essential for teachers because it allows them to achieve their goal of properly and successfully instructing students. Three main topics are emphasized in education. These include the learner, the instructional method, and the learning environment (Woolfolk et al., 2008). The pupil or child is the teacher's main concern. A teacher must be aware of a child's environment and, if possible, genetics in order to understand the psychology of that child's growth and development. Once more, the learner and the learning process are intertwined.

Teachers can gain from studying educational psychology since it explains how the learning process operates. The learning environment of the learner must be considered by the teacher. This includes information on the school, the classroom learning environment, the objectives to be achieved, parental expectations, and more. A teacher must be informed in educational psychology because of these educational priorities (Woolfolk et al., 2006).

Some of the implications of educational psychology in teacher education are itemized below:

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1. A teacher who understands psychology may effectively instruct while considering the child's fundamental character. The kid has inherent drives, propensities, instincts, and potentials. These inborn characteristics serve as the "Prime Movers" behind his behavior.
2. It also aids the educator in comprehending the physiological and psychological underpinnings of behavior, including the nervous system, glands, instincts, emotions, sentiments, motivations, play, intellect, heredity, and environment, among others.
3. By having a grasp of the students' interests, skills, aptitudes, accomplishments, issues, and plans for their education and careers, the teacher can better guide the students.
4. It plays a crucial function in the formation of the student's personality and aids the instructor in understanding the students' unconscious minds.
5. The teacher's awareness of himself is helpful. He gains an understanding of the psychology of teaching and becomes familiar with the characteristics of an effective teacher.
6. Infants, children, and adolescents all go through distinct phases of growth. These phases of development each have unique traits. If a prospective teacher is aware of the traits that appear at various phases of development, he or she may use them to train students and shape their behavior in accordance with the set educational objectives.
7. People differ from one another. The teacher who is aware of these types of individual variances may modify his instruction to fit the needs and expectations of the group, perhaps contributing to the development of schools that are favorable to pupils reaching their full potential.
8. An understanding of educational psychology enables a teacher to comprehend the nature of classroom learning as well as issues that arise in the learning process in general.
9. The teacher's understanding of educational psychology allows them to comprehend the fundamentals of learning, numerous approaches to the learning process, issues with learning and how to fix them, as well as the influences on and suggestions for successful learning.
10. Educational psychology equips teachers with understanding of effective teaching strategies. It aids in the creation of innovative instructional techniques. It also imparts knowledge of various strategies developed to address the difficulties associated with instructing students at various grade levels.
11. A teacher who studies educational psychology would be better able to identify the root reasons of children's problems that arise at various developmental stages and find effective solutions.
12. The teacher will have a better understanding of the various causes of mental illness and maladjustment as a result of studying educational psychology, and they will be better able to assist in maintaining central hygiene.
13. Psychological tools assist the instructor in determining the pupils' level of learning as well as in determining whether any adjustments to his teaching style are necessary.
14. When creating curriculum for various phases, psychological concepts are also incorporated. The creation of the curriculum must take into account the needs of the pupils as well as their learning styles, developmental needs, and societal demands.
15. Educational psychology aids in the creation of instruments and techniques for the measurement of many factors that affect students' behavior and academic achievement.

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16. The teacher training program seeks to foster a positive attitude toward the teaching profession and equips aspiring educators with the skills they need to handle the difficulties of the classroom. Training institutions teach students how to arrange the course material in a way that best serves the class's needs. The students are also knowledgeable on how to encourage kids to learn.
17. Educational psychology aids the teacher in understanding the significance of social behavior and group dynamics in the teaching and learning process in the classroom.
18. Using their expertise of educational psychology, teachers emphasize the value of non-physical punishment in place of corporal punishment. The instructor is informed that discipline should be dynamic, constructive, and positive through engagement in purposeful action. It is wise to utilize pleasure and pain, rewards and punishments, praise, etc. If a teacher does not understand the fundamentals of educational psychology, he or she may be unable to help his or her pupils with their difficulties, failing to instill order and discipline in them.
19. The democratic style of life has replaced the previous authoritarian manner of administration in schools and classrooms, whereby instructors and administrators are more democratic, cooperative, and understanding, and administrative difficulties are resolved via mutual debate.
20. Educational psychology has assisted teachers in using numerous audiovisual tools in the classroom to help students understand concepts more clearly, definitively, and for a longer period of time.
21. The teacher's understanding of psychology helps him or her create a schedule. He should bear in mind the relative importance and difficulty of the various disciplines, as well as the degree and index of pupil weariness.
22. Among the cutting-edge approaches used to enhance the teaching and learning process are the discussion technique, micro-teaching, and activity-centered teaching.
23. For the balanced development of children's personalities, practical studies and extracurricular activities like debate, theater, and games are given equal weight.
24. The creation of textbooks has been aided by educational psychology, which takes into account children's intellectual growth as well as their demands and interests as they get older.

Without a doubt, studying educational psychology may be highly beneficial in giving our future teachers the abilities they need to cope with teaching and learning issues in the classroom.

Conclusion

As classrooms become more varied in their makeup, it is more important than ever to have classroom management strategies that can be used in both individual and group settings. The scientific foundation for this crucial area of pedagogical content understanding and practice has been greatly influenced by educational psychology. Our understanding of the difficult and complicated nature of managing teaching has grown as a result of research on teacher thought and successful management practices. By including pertinent classroom management material in their courses and working with colleagues in teacher education to prepare for managerial content across the curriculum, educational psychologists may continue to contribute to the area of teacher education.

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Recommendations

Based on the discussions and highlights on the issues, the following has been recommended.

1. Teachers in teacher training programme should be trained to apply of various educational psychology principles in the teaching and learning process.
2. A teacher training institution needs proper knowledge of classroom management as an integral aspect of educational psychology to help widen the scope of the curriculum and to produce quality teachers in various subject areas taught at all levels of training.
3. Peer evaluation techniques can be used by teachers in teacher training programmes to improve their classroom practices.
4. Classroom management is another important part of a teacher's pedagogical skills. In teacher training programs, it is often included in taxonomies and descriptions of the basic ideas of education.

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