

**GOOD CLASSROOM MANAGEMENT AND EVALUATION OF
PRE-NURSERY AND NURSERY PUPILS.
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ABSTRACT

Maintenance of good classroom management and evaluation can be regarded as major yardstick for measuring quantitative education and teachers' effectiveness. A teacher that has undisciplined pupils and lack good organisation in his or her presentation is not likely to have good output at the end of the day. The paper focused on what good classroom management and evaluation are and what should be done by a teacher to ensure and maintain good classroom management and evaluation.

Introduction

Education has for long been recognized as one of the major tools needed for personal and national development. However, close to nothing will be learnt if the classroom activities are not well managed. The tone of the classroom will go a long way in determining the pupils as well as the teacher's output. Good classroom management form a basic part of qualitative education. When and wherever classroom management and evaluation of learners are given priority attention, pupils are likely to perform excellently. Good classroom management forms a basic part of qualitative education being demanded for in Nigerian society. Qualitative education refers to:

- The type of education that in rich in all ramifications.
- A kind of education where good infrastructure facilities are available in school.
- The education where adequate preparations and provisions are made for professional teachers to handle all classroom activities.
- The education, which allow for broad school curriculum.
- A kind of education where the interest and level of growth of learner are put into consideration by the teacher in all the school activities.
- A kind of education that does not promote or allow vices like examination malpractice to thrive.
- A kind of education that takes care of the all round development of learners.
- A kind of education which involves the adoption of all social-value-promoting strategies.

The topic of this workshop "Good classroom management and evaluation at the nursery level of education" is in line with the incessant cry for qualitative education in Nigeria.

The paper will pay much attention to the classroom teacher who is the pivot of all classroom activities (including the management and evaluation of lessons). Teachers are specially trained and equipped with the teaching and management skills needed for classroom effectiveness. Teachers are saddled with the responsibly of disseminating the relevant knowledge and skills into tiny kids and other older youths. They are to educate those who can be referred to as novies, those whose minds

especially at the nursery level are close to a tabularize as described by John Locke a British philosopher (Mayer 1957).

For teaching and learning to have good results, there is a great need for good classroom management. Lack of good classroom management has enormous boomerang effects like porosity of the classroom, indiscipline, poor academic performance and of course, the jeopardization of teachers' efforts.

Also, classroom evaluation is one of the core aspects of teaching and learning activities. It is indeed very crucial and a must for teachers to qualitatively evaluate their output, the level of assimilation or understanding of pupils, and the effectiveness of all teaching strategies adopted.

Definition of some key concepts.

Classroom:

This is a place or building or structure that contains pupils and teachers where teaching and learning activities are housed.

Management:

It refers to the act or skill of directing and organizing the work for an organization a school or classroom.

Evaluation:

It is the act of considered something to decide how useful or valuable it is. Operationally it refers to the steps taken by a teacher to find out how successful he or she has performed in the discharge of his/her classroom activities and also to ascertain the rate or level of assimilation of the learners.

Evaluation is the procedure taken by teachers in form of tests, assignments, or asking questions on what has been taught or by giving examinations at the middle or end of teaching exercise to establish how much has been acquired by learners. Also, it is carried out to identify areas where there are difficulties, or to find out how effective the method or strategies adopted for teaching are.

Evaluation is a medium through which teachers are able to discover the weakness of their pupils and thus be able to help them get over such weaknesses Hence, it is not possible for a teacher to do his/her work satisfactorily without evaluating the work being done and the progress being made by the pupils. Through evaluation, pupils are given a feedback of how they are faring academically and otherwise.

What is good classroom management?

Good classroom management refers to:

- A well controlled class.
- A class where discipline is fostered and maintained.
- A class where orderliness is displayed on; the part of learners and teachers.
- A class where the teacher does her work systematically and sequentially.
- A class where teachers' duties are carried out religiously, devotedly and where all activities are well planned well organized and well presented.
- A class where motivation for self-discipline is encouraged and rules and regulations are followed with little efforts for compliance from the teacher.

Good classroom management is not seriously pursued by some teachers today as a result of laziness, laize fairness to work, and several unconventional and baseless distractions invented by such teachers.

Factors that aids good classroom management at the nursery level of education

Froebel C. a German teacher and a naturalist with keen interest in nursery education itemised the duties of nursery school teachers which if followed to the letter will help in the promotion of good classroom management. Some of the duties are:

- To allow children to learn by doing
- To allow play to dominate pupils activities at the nursery level of education. This is because children are always having deep interest in such activities.
- Teachers are to stay at the background as the child learns by experience. The teacher should also ensure that the resources needed by the child are provided and made available to him.
- To ensure that play object suit the age of learners.
- To guide against rigid discipline for tender age children.
- To ensure that the classroom is made less formal for small kids. Rigidity, formalization which is all conventional approach at the higher level of education should not be displayed by teachers.
- To ensure that chairs, desks or tables of pupils are movable for them to easily move in and out of the classroom.
- To see themselves like a gardener tending a young plant. As a gardener will make provision for all that are needed for a plant to grow well, teachers are to ensure that children are given all that it takes for every child to grow well in every direction of life (Mayer, 1966).

Other concrete steps that aids good classroom management as explain by Grant (1973) are:

1. Teachers should master the subjects handled.
2. Adopt simply and workable child-centred methods.
3. Method adopted should allow for creativity, personal involvement of pupils. While play should also be purposeful.
4. Maintain sound disciplines that are commensurate with the level of maturity of learners.
5. Lessons should not be lopsidedly presented, but should be well planned, well organized, and presented from known to unknown.
6. Teachers to take note of two laws of good classroom management in the area of discipline
 - i. The first law is that prevention is better than cure.
 - ii. Self-control is better than imposed control.

If a trouble is allowed to begin, it will grow worse and what is required for the cure may become drastic. But when troubles are anticipated and preventive measures are taken, it will not arise at all. For the second law, to thrive, teachers are to turn children who are uncooperative and unwilling into cooperative and willing friends. Hence, willingness should be encouraged through incentives, rewards, and

commendations, while unwillingness should be discouraged through the use of punishment.

For success to be attained in the area of classroom management teachers should make use of the two laws given above.

Punishments, according to Olatayo (1997). Given should be:

- Immediate.
- Commensurate with the offences committed.
- Not rigid for small children.
- Corrective or reformatory in nature

Rewards and motivational strategies be:

- Continuous.
- Good enough to spur other children into behaving well or put up their best in the classroom.

7. Classroom rules and regulation should not be ambiguous but be made explicit to learner.

8. Religious and moral lessons that aids better classroom management should be taught.

9. Teachers are to be models for learners to copy especially is the area of discipline, punctuality, dutifulness, faithfulness, tolerance, the use of complementary statements not foul languages, that are derogatory or detrimental to the promotion of good child behaviour.

10. To command authority and respect from learners, teachers should:

- Maintain his/her dignity.
- Be consistent. Not strict with discipline today and slack tomorrow; He should not show any act of favouritism but to be just and fair to all.
- He should not allow his emotions to control his/her actions.
- He should respect the children and their rights.
- He should be firm. Not uncertain in his/her decisions. There should not be a situation where children are told what to do apologetically but they are to be addressed in decisive tones showing to them that obedience is expected from them.
- Punishment and reward should be used wisely.
- Teachers should be self-critical. He should know himself as Socratic a renown Greek philosopher emphasized (Plato 1928).
- The teacher should be careful of his/her personal mannerism. This can make him/her an object of ridicule before the pupils.

Since the efficiency of a classroom management is a measure of the teachers activities and behaviour, Grant, 1973 stress that the teachers should

- a. Be methodical- to present his lesson attractively as stressed by John Locke. Haphazardness in preparations and presentations should be prevented.
- b. Routine matters must be well organized e.g. the way textbooks or exercise books or toys or counting objects are distributed; how to go out for break; to toilet, cleaning of the board; shutting the doors and windows after closing; how and when to answer questions etc.
- c. To show enthusiasm in the presentation of lesson. A teacher who is half-hearted or adopts gloomy approach in the discharge of his/her duty will not attain much success.
- d. To love the children and act in loco parentis.
- e. There should be sufficient chairs and desks for all ' children.
- f. Suitable temperature should be ensured, poor ventilation will likely hamper teachers concentration.
- g. Room should be given for relaxation, games and sports. The postulate of plato should be put into consideration which stressed that a sound mind in a sound body should be put into consideration in the classroom activities.
- h. Teaching should not be above the level of growth of learners. The warning of Rousseau (1906) should be considered. He stressed that teachers should not hurry children to learn what is very remote to their interest or above their level or growth. He added that nature should dictate what is taught to the little kids.
- i. Instructional material used should be bold, bright, legibly labeled, and attractively painted. They are to be displayed when needed and removed immediately after being used.
- j. Learners should be given full opportunity to participation in the lesson.

Maintaining good classroom evaluation

Since evaluation of lessons will expose teachers to the level of learners comprehension and the success of teachers activities, and serve as a major avenue for feedback for learners and also a means through which parents are intimated with their children or wards performance it should never be handled with levity. A teacher that teaches without evaluating his/her lesson has not done a complete job. There is the need to find out whether or not progress is being made in the lives of learners in all ramification or not.

The general purpose of evaluation according to Olatayo (1997) include:

- To reveal to teacher what is happening to each child.
- To motivate learning through furnishing pupils with information concerning success in various areas of the curriculum.
- To furnish teachers with a means of appraising teaching methods, textbooks and other instrumentation of the educative process.
- To provide basis for continuous improvement of the curriculum.
- To give pupils experience in evaluating their own progress.
- To reveal the progress which the schools programme is making towards the achievement of the objectives accepted.

What should be done to maintain good classroom evaluation.

- Evaluation should be continuous.
- It should not be done only after a lesson is presented. Rather, it should often take place simultaneously with the presentation of lesson, (i.e. as lesson progresses).
- It should not only state the academic performance of pupils but should include every detail of behaviour that the teacher can observe in the child.

The evaluation carried out should reveal differences in aptitudes, abilities, achievement interests and environmental background of learners. All these will help to determine the educational needs of the child later in life.

Factors to be evaluated by the teacher

(Major factors of pupils growth to be evaluated) child's

- Mental ability
- Achievement in the various areas of curriculum.
- Personal and social adjustment.
- Physical station.
- Growth in aptitudes.
- Work/study skills.
- Growth in self expression.
- Growth in critical thinking etc.

Teachers should equally bear in mind that questions asked are clear enough for learners to understating of what is to be done.

Conclusion

Teachers are not a set of workers that can be lazy folding their arms only to receive the pay packet at the end of the month. They are expected to maintain a good tone of their classroom and to display their best in the discharge of their duties. Though teachers work is cumbersome, the skills and knowledge acquired during their training will suffice in coping with their classroom assignments. They are well prepared as good managers of classroom activities. Teachers will be very good classroom managers and evaluators if they can put some of the points highlighted above into use as they face the classroom challenges daily. Discipline should be maintained, rules and regulations are to be affirmed, class work should be well evaluated. No doubt a teacher that does these and other strategies given in the course of this presentation will obtain a good feather as a good classroom manager and evaluator.

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