

Classroom Management and Communication Related Pedagogical Competencies Required of OTM Business Education Graduates for Instructional Effectiveness

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Abstract: *The study was conducted to determine the classroom management and communication related pedagogical competencies required of Office Technology and Management (OTM) Business Education graduates from public universities for instructional effectiveness. Two specific purposes, two research questions and two hypotheses guided the study. Descriptive survey research design was used. The population of the study comprised two hundred and thirty-two (232) Business Teacher Educators (110 males and 122 females) from 13 public universities in South South Zone of Nigeria; out of which eight (8) are owned by the Federal Government and five (5) by State governments. The entire population was used because of its manageable size. The instrument for data collection was a four-point rating scale questionnaire developed by the researchers. The instrument contains 20 items in two clusters: cluster one (classroom management competencies 10 items) and cluster two (communication competencies 10 items). The instrument was validated by three experts and was tested for reliability using Cronbach Alpha method which yielded 0.64 and 0.78 reliability coefficients for clusters one and two respectively. Data collected was analyzed using mean and standard deviation to answer the research questions while t-test statistic was used to test the research hypotheses at 0.05 confidence level. Results indicate that the respondents agreed that classroom management and communication related pedagogical competencies are required of OTM business education graduates. Furthermore, it was found that there is no significant difference in the mean responses of the respondents on classroom management related pedagogical competencies based on years of experience; and that there is no significant difference in the mean ratings of the respondents from federal and state-owned public universities on the communication related pedagogical competencies. It was recommended,*

among others, that OTM business education students should be adequately trained by their various institutions to develop the required classroom management and communication related pedagogical competencies to enable them create conducive environments necessary for instructional effectiveness.

Keywords: classroom management; communication; competencies; office technology and management (OTM); business education graduates.

INTRODUCTION

Office Technology and Management (OTM) Education is a subset of Business Education programme. Business Education houses Office Technology and Management Education, especially in the Universities and Colleges of Education (Dimelu, 2018). Office Technology and Management (OTM) was formally referred to as secretarial studies in Nigeria's tertiary education system but evolved out of the need to meet the technological and managerial demands of the contemporary workplace. OTM education focuses on the grooming of students who would work either as teachers or office workers in the application of modern office electronic equipment in the contemporary office environments. Office Technology and Management (OTM) education is considered as a discipline that focuses on the planning, organizing, directing, and controlling of office activities to ensure that various resources (human and material) are put into optimal utilization so as to achieve the aim of an organization. The programme exposes its recipients to the use of modern office technologies in carrying out office information related tasks. One of the responsibilities of OTM education is to produce competent graduates who are able to function effectively in the workplace either as teachers or office workers.

Competencies are the abilities to integrate and apply contextually-appropriate knowledge, skills and psychosocial factors such as beliefs, attitudes, values and motivations to consistently perform successfully within a specified context. Competencies, according to Wong (2020), are a set of interrelated knowledge, skills and attitudes that represent key components of a person's job role and responsibility associated with effective and efficient performance on a job; capable of being measured against well-established standards, and that can be reinforced through training and development. Pedagogical competencies refer to the knowledge, skills, and attitudes that teachers need to effectively teach students in various learning environments. Pedagogical competencies are essential for creating and engaging students in meaningful learning experiences. Therefore, OTM business education teachers must possess a wide range of pedagogical competencies to enable them effectively address the diverse needs of their students. Some of the competencies are in the areas of classroom management and communication which are the focus of this study.

Classroom management is the process of ensuring that teaching and learning runs smoothly and effectively. Classroom management is often considered as the teacher's ability to manage time, space, resources, student's roles and behaviours in order to provide a climate that encourages effective learning. Classroom management includes how the teacher works; how the students work and how the teacher combines his efforts with the students' efforts to make learning take place in the classroom. In the view of Mulvahill (2018), Classroom management refers to wide variety of skills and techniques that teachers use to ensure that their classrooms activities run smoothly, without disruptive behaviours from students. Competencies in classroom management are critical to the teacher's success in enhancing learning in the classroom environment. Anyigor-Ogah (2023) found that secondary school business teachers required classroom management competencies for the implementation of the new business subjects' curriculum in secondary schools in Nigeria.

In teaching and learning, communication is very important. Silver (2018) maintained that teaching is all about communication: listening, speaking, reading, presenting and writing. Communication is the key in any setting, especially in the classroom. The success of the learners is significantly linked with teachers' effectiveness in communication (Okoli, 2017; Khan et al, 2017; Asrar et al, 2018). In the same vein, Anyanwu (2018) noted that communication assists the teacher to present a lesson in an explicit way and avoid ambiguity so that students will have deep understanding of the lesson. To achieve the benefits of effective classroom communication, the teacher requires certain competencies. According to Baydillah and Rintaningrum (2021), communication competencies are required for transmitting of knowledge, classroom management and interaction with students in the classroom. Thus, developing writing, oral and interpersonal communication competencies in students will enhance their emotional intelligence, empathy and thorough understanding of their audience. These competencies contribute significantly toward positioning OTM business education graduates as global citizens (Singh, 2017). While attention has been given to the benefits of classroom management and communication, OTM business education graduates needed to have acquired competencies in these areas, hence the need for this study.

Statement of the Problem

Competency is an important topic of discussion in general education as well as in OTM education. Pedagogical competencies are essential for creating and engaging students in meaningful learning experiences at all levels. It is crucial that teachers possess a wide range of pedagogical competencies to address the diverse needs of their students. However, while attention has been given to the benefits of some competencies such as classroom management and communication, business education graduates needed to have acquired competencies in these areas. However, most graduates of the OTM business education programme from some universities have not sufficiently proved that they have pedagogical competencies related to classroom management and communication that can lead to effective teaching and learning.

Purpose of the Study

The main purpose of the study was to determine the classroom management and communication related pedagogical competencies required of Office Technology and Management (OTM) business education graduates from public universities. Specifically, the study sought to determine the:

1. Classroom management related pedagogical competencies required of OTM business education graduates for instructional effectiveness.
2. Communication related pedagogical competencies required of OTM business education graduates for instructional effectiveness.

Research Questions

The following research questions guided the study.

1. What is the classroom management related pedagogical competencies required of OTM business education graduates from public universities for instructional effectiveness?
2. What is the communication related pedagogical competencies required of OTM business education graduates from public universities for instructional effectiveness?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

H₀₁: There is no significant difference in the mean ratings of respondents on the classroom management related pedagogical competencies required of OTM business education graduates from public universities based on years of experience.

H₀₂: There is no significant difference in the mean ratings of respondents in federal and state-owned public universities on the communication related pedagogical competencies required of OTM business education graduates.

METHODOLOGY

Descriptive survey research design was used. The population of the study comprised of two hundred and thirty-two (232) Business Teacher Educators (110 males and 122 females) from 13 public universities in the South South Zone of Nigeria, out of which eight (8) are owned by the Federal Government and five (5) by state governments. The entire population was used because of its manageable size. The instrument for data collection was a 4-point rating scale questionnaire developed by the researchers. The instrument contains 20 items in two clusters: cluster one (classroom management competencies 10 items) and cluster two (communication competencies 10 items). It was validated by three experts and was tested for reliability using Cronbach Alpha reliability method which yielded 0.64 and 0.78 for clusters one and two respectively. Data

collected were analysed using mean and standard deviation to answer the research questions while t-test statistic was used to test the research hypotheses at 0.05 level of significance.

RESULTS

The results of data analysis are presented in Tables according to the research questions and hypotheses that guided the study.

Research Question 1: What is the classroom management related pedagogical competencies required of OTM business education graduates from public universities for instructional effectiveness?

The data collected to answer the research question one is presented in Table 1.

Table 1: Descriptive Analysis on Classroom Management Related Pedagogical Competencies Required of OTM Business Education Graduates

S/N	Classroom Management Related Competencies include the Ability to:	\bar{X}	SD	Decision
1	Maintain a clean learning environment	3.78	0.43	HR
2	Create an effective seating arrangement	3.71	0.46	HR
3	Create a motivational environment	3.78	0.45	HR
4	Achieve students' participation	3.63	0.50	HR
5	Maintain orderliness in class	3.60	0.50	HR
6	Induce students' cooperation in learning tasks	3.68	0.50	HR
7	Create opportunities for teacher-students interaction	3.63	0.50	HR
8	Utilize reward system to encourage learning	3.67	0.47	HR
9	Effectively manage learning resources	3.72	0.46	HR
10	Effectively utilize classroom space	3.71	0.45	HR
Grand Mean		3.69		HR

Source: Researcher's Primary Data, 2024; HR = Highly Required.

Data on Table 1 indicate that the mean scores from the respondents on the items vary between 3.60 and 3.78, revealing that the respondents agreed that the items are highly required. The standard deviation scores ranges between 0.43 and 0.50. This suggests that the mean did not vary widely.

Research Question 2: What is the communication related pedagogical competencies required of OTM business education graduates from public universities for instructional effectiveness?

The data analysis for research question two is presented in Table 2.

Table 2: Descriptive Analysis on Communication Related Pedagogical Competencies Required of OTM Education Graduates

S/N	Communication Related Competencies include the Ability to:	\bar{X}	SD	Decision
11	Deliver clear instructions	3.71	0.46	HR
12	Actively listen to students for a feedback	3.53	0.51	HR
13	Adapt different communication styles to accommodate diverse learners' needs	3.67	0.49	HR
14	Use appropriate key words in teaching	3.68	0.49	HR
15	Understand curriculum content	3.74	0.45	HR
16	Initiate meaningful class discussion to deepen knowledge	3.66	0.48	HR
17	write lesson note in simple correct grammar	3.75	0.46	HR
18	Use communication technologies to encourage learning	3.75	0.45	HR
19	Understand students questions during discussion	3.65	0.51	HR
20	Provide an understandable written feedback on students' assignment	3.62	0.55	HR
Grand Mean		3.67		HR

Source: Researcher's Primary Data, 2024; HR = Highly Required.

Data in Table 2 reveal that the items mean scores ranges between 3.62 and 3.75, suggesting that the respondents agreed that the items are highly required communication related pedagogical competencies for instructional effectiveness in OTM business education. The standard deviation scores vary between 0.45 and 0.55, indicating that the mean did not vary widely.

Research Hypotheses

Research Hypothesis 1:

There is no significant difference in the mean ratings of respondents on the classroom management related pedagogical competencies required of OTM business education graduates from public universities based on years of experience.

The t-test analysis of data collected to test the null hypothesis is presented in Table 3

Table 3: *t*-test Analysis on Classroom Management Related Pedagogical Competencies Required of OTM Business Education Graduates based on Years of Experience

S/N	Experience	N=232	Mean	Std.	Dr	t-cal	t-crit	Decision																																																																																																																
1	Less Exp	35	3.80	0.40	230	0.16	1.97	Accept																																																																																																																
	Experienced	197	3.78	0.44					2	Less Exp	35	3.85	0.35	230	1.89	1.97	Accept	Experienced	197	3.69	0.48	3	Less Exp	35	3.85	0.35	230	1.03	1.97	Accept	Experienced	197	3.77	0.46	4	Less Exp	35	3.60	0.49	230	0.47	1.97	Accept	Experienced	197	3.64	0.51	5	Less Exp	35	3.71	0.45	230	1.40	1.97	Accept	Experienced	197	3.58	0.51	6	Less Exp	35	3.74	0.44	230	0.78	1.97	Accept	Experienced	197	3.67	0.51	7	Less Exp	35	3.77	0.42	230	1.77	1.97	Accept	Experienced	197	3.60	0.50	8	Less Exp	35	3.85	0.35	230	2.50	1.97	Rejected	Experienced	197	3.63	0.49	9	Less Exp	35	3.82	0.38	230	1.38	1.97	Accept	Experienced	197	3.71	0.47	10	Less Exp	35	3.80	0.40	230	1.23	1.97
2	Less Exp	35	3.85	0.35	230	1.89	1.97	Accept																																																																																																																
	Experienced	197	3.69	0.48					3	Less Exp	35	3.85	0.35	230	1.03	1.97	Accept	Experienced	197	3.77	0.46	4	Less Exp	35	3.60	0.49	230	0.47	1.97	Accept	Experienced	197	3.64	0.51	5	Less Exp	35	3.71	0.45	230	1.40	1.97	Accept	Experienced	197	3.58	0.51	6	Less Exp	35	3.74	0.44	230	0.78	1.97	Accept	Experienced	197	3.67	0.51	7	Less Exp	35	3.77	0.42	230	1.77	1.97	Accept	Experienced	197	3.60	0.50	8	Less Exp	35	3.85	0.35	230	2.50	1.97	Rejected	Experienced	197	3.63	0.49	9	Less Exp	35	3.82	0.38	230	1.38	1.97	Accept	Experienced	197	3.71	0.47	10	Less Exp	35	3.80	0.40	230	1.23	1.97	Accept	Experienced	197	3.70	0.46								
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Researcher's Primary Data, 2024

Data presented in Table 3 indicate that all the items except item 8 are accepted because their respective calculated-t values are less than the critical-t value of 1.97 at 230 degree of freedom. The null hypothesis is accepted, meaning that there is no significant difference in the mean rating of respondents on the classroom management related pedagogical competencies required of OTM business education graduates from public universities in South-South, Nigeria based on their years of experience. This means that years of experience of the respondents had no significant influence on their mean responses.

Research Hypothesis 2:

There is no significant difference in the mean ratings of respondents in federal and state owned universities in South-South, Nigeria on the communication related pedagogical competencies required of OTM business education graduates.

The t-test analysis of data collected to test the null hypothesis is presented in Table 4

Table 4: *t*-test Analysis on the Communication Related Pedagogical Competencies Required of OTM Education Graduates based on Ownership

S/N	Ownership	N=232	Mean	Std.	Df	t-cal	t-crit	Decision
11	Federal	157	3.71	0.47	230	0.00	1.97	Accept
	State	75	3.72	0.45				
12	Federal	157	3.54	0.52	230	0.56	1.97	Accept
	State	75	3.50	0.50				
13	Federal	157	3.66	0.50	230	0.63	1.97	Accept
	State	75	3.70	0.48				
14	Federal	157	3.66	0.51	230	0.83	1.97	Accept
	State	75	3.72	0.45				
15	Federal	157	3.73	0.47	230	0.42	1.97	Accept
	State	75	3.76	0.42				
16	Federal	157	3.66	0.49	230	0.03	1.97	Accept
	State	75	3.66	0.47				
17	Federal	157	3.75	0.45	230	0.17	1.97	Accept
	State	75	3.74	0.49				
18	Federal	157	3.75	0.45	230	0.32	1.97	Accept
	State	75	3.76	0.46				
19	Federal	157	3.68	0.51	230	1.39	1.97	Accept
	State	75	3.58	0.52				
20	Federal	157	3.60	0.56	230	0.79	1.97	Accept
	State	75	3.66	0.52				

Researcher's Primary Data, 2024

In Table 4, all the items were accepted. This is because their respective calculated-t values are less than the critical-t values of 1.97 at 230 degree of freedom. The null hypothesis is accepted, indicating that there is no significant difference in the mean ratings of respondents in federal and state-owned universities in South-South, Nigeria on the communication related pedagogical competencies required of OTM business education graduates. This means that the institutional affiliation (Federal or State owned) of the respondents had no significant influence on their responses.

DISCUSSION

Data analysed in respect to classroom management indicate that the respondents agreed that classroom management related pedagogical competencies are required of OTM business education graduates for instructional effectiveness. Classroom management competencies are required by teachers because teaching and learning can only be successful in a well-managed classroom environment as opposed to a chaotic classroom environment. Effective classroom management is

critical for promoting students' positive behaviour, learning engagement and academic success. The finding of this study supports Kratochwill et al (2019) that through classroom management teachers can create and maintain appropriate behaviour of students in classroom setting.

Classroom management related pedagogical competencies are required of OTM business education graduates to enable them instil discipline in the students and to create a conducive environment necessary for effective teaching and learning. This agrees with Anyigor-Ogah (2023) who found that secondary school teachers required classroom management competencies for the implementation of the new business subjects' curriculum in secondary schools in Nigeria. The finding agrees with Bassey in George et al (2017) that classroom management fosters increased engagement, reduction of inappropriate and disruptive behaviours, promotion of students' responsibility for academic work and improved academic performance of students. The finding align also with Vidhya and Matutina (2022) that a teacher with classroom management competencies can keep students organized, orderly, focused, attentive, on task and academically productive.

Further analysis revealed that there is no significant difference in the mean rating of respondents on the classroom management related pedagogical competencies required of OTM business education graduates based on years of experience. The finding implies that years of teaching experience had no significant influence on the mean responses of the business teacher educators and that classroom management competencies are not reserved for only experienced teachers. Every teacher needs to establish command in his or her classroom and control the behaviour of the learners in the class. The finding agrees with Kalinga and Ndibalema (2023) who conducted a study in Tanzania and found that there is no significant difference between teachers' working experience and technological competencies they possessed. Competency in classroom management is critical to teacher's success in classroom environment. It is imperative for OTM education graduates to acquire classroom management related pedagogical competencies for effective instructional delivery when they are still in school.

Data analysed in relation with communication related pedagogical competencies revealed that the respondents agreed that communication related pedagogical competencies are required of OTM business education graduates. Communication is essential and the most performed activity teachers do in the classroom. They talk, demonstrate and use different means to pass information to the learner. Without communication it will be difficult for teachers to pass messages to students and receive feedback. Communication function is the bridge between the teacher and students. Therefore, it is the life-wire which activates teaching and learning. Competency in communication is absolutely imperative for success in teaching especially for OTM business education graduates. The finding in this regard aligns with Silver (2018) that teaching is all about communication: listening, speaking, reading, presenting and writing. Communication is the key in any setting, especially in the classroom.

It was also revealed that there is no significant difference in the mean rating of respondents in federal and state owned public universities on the communication related pedagogical competencies required of OTM Business Education graduates. Communication is not tied to institutional ownership. It is not restricted to a particular group, race, colour or class. Communication is the social fabric of human interaction that occurs every time and everywhere. In every classroom meeting between teachers and students, communication is required to send and receive information. The finding also agrees with Baydillah and Rintaningrum (2021) that communication competencies are really required for transmitting information, classroom management and interaction with students in the classroom. The success of the learner significantly depends on the teachers' effectiveness in communication related pedagogical competencies.

CONCLUSION

Based on the findings in this study the following conclusions were made:

1. Classroom management and communication related pedagogical competencies are required and necessary for successful teaching and learning.
2. Years of teaching experience and ownership of institutions where the respondents work had no significant influence on their responses on the classroom management and communication related pedagogical competencies required by OTM business education graduates for instructional effectiveness.

Recommendations

The following recommendations are made based on the findings of the study:

1. OTM business education students should be trained to develop classroom management related pedagogical competencies to enable them create conducive environment necessary for effective teaching and learning.
2. OTM business education students should be assisted by the training institutions to develop communication related pedagogical competencies required for instructional effectiveness before graduation. This will greatly enhance their effectiveness in instructional delivery.

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