

The Relationship Between Personality of Lecturers and Classroom Management in Edo State: A Counselor's Perspective"

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ABSTRACT

This study examines the influence of lecturers' personalities on classroom management in Edo State, from the perspective of counsellors. Two research questions and hypotheses guided the study, The study adopted the ex-post facto research design, The population of this study consists of all the (100L, 200L, 300L, 400L PGD, Msc, & PhD) students in three public universities in 2021/2022 academic session. The multi-stage random sampling technique was used to draw a sample size of 1% per institution, Data collected was descriptively analyzed with percentages (%), means (X).standard deviation and simple linear regression analysis was used to test the hypotheses with the aid of Statistical Package for Social Science (SPSS) (IBM Version 20). The finding shows that there is high lectures' personality rating among students which has resulted to how classroom is managed in public universities in Edo State. The finding further reveals that lectures' personality significantly predicts classroom management among students as well as management monitoring style. The implications of these finding from the counsellor's perspective, is that high lecturer personality is a valuable asset in promoting effective classroom management and supporting students' holistic development in public universities. The study concluded that lecturers with strong, engaging personalities promote positive relationships with students that significantly enhance classroom management. The study recommend among others that institutions should provide training and workshops focused on enhancing lecturers' interpersonal skills and personality traits. These sessions can include techniques for building rapport, fostering engagement, and developing effective communication strategies, thereby enhancing their effectiveness and efficiency in classroom management.

Key words: lecturers', Personalities, Classroom Management, Communication, Strategies, Perspective of Counsellors

INTRODUCTION

Classroom management practices capture the variety of strategies teachers use on a daily basis to build a positive classroom environment that is structured, engaging, and productive, and encourages student learning and growth (Lisa, Robert & Perry, 2022). The concept of classroom management is broader than the notion of student control and discipline, it includes all the things teachers must do in the classroom to foster students' academic involvement and cooperation in classroom activities to create conducive learning environment (George, Sakirudeen & Adam, 2017).

Every lecturer has characteristic attributes of personality which influences the way he behaves towards others and the way others respond to him. Personality affects all aspects of a person's performance, even how he reacts to situations on the job. It is important to recognize personality types and pair employees with the duties that fit them most. Personality is essential in conducting instructional activities because it aids the lecturer as he communicates with his students (Imarhiagbe & Ofoegbu, 2019). The lecturer whose personality helps to create and maintain a classroom where students are comfortable and are encouraged to learn is said to have a desirable personality. Personality influences the lecturer's behavior in different ways like: during interaction with

students, in the teaching methods selected and the learning experiences.

Badamas (2021) pointed that the primary aim of classroom management is for improved students' academic outcome, and this is the ultimate goal of education. Lecturer's ability to organize class and manage students' behavior is critical to achieving positive educational outcome (Burić, Butkovic & Kim, 2023).

When classroom management is viewed in a more wider and holistic sense, incorporating every element of the classroom from lesson delivery to classroom environment becomes important (Siyu, Kerry & Zhan, 2024). An effective lecturer is assessed based on creating organized and orderly classroom, establishing expectations, inducing students' cooperation in learning tasks, work presentation, classroom management, students' evaluation and personality disposition (communication skills, neatness, comportsment, warmth, empathy and tolerance) and dealing with the procedural demands of the classroom. This view of classroom management contrasts to a more narrow view of classroom management as it deals with just discipline and control. Njoku (2020), agreed that a successful classroom management is an indication of increased engagement, reduction in inappropriate and disruptive behaviors, promotion of student responsibility for academic work, and improved academic performance of students. Instructional supervision is another technique of effective classroom management adopted by lectures in the classroom. According to Kenni (2020), instructional supervision involves moving around the classroom to observe students closely, engaging students in academic activities, asking questions and employing both verbal and non-verbal teaching methods to ensure that students are paying undivided attention and taking more from the lesson than simple facts.

Delegation of authority to learners is still another technique of effective classroom management where the lecture delegates his/her authority to deserving students and assign them duties such as cleaning writing board, time keeping, managing learning materials, collecting assignment from students, class representatives on behalf of the class (Önder, 2019). These contribute a great deal to making the classroom a conducive place since cooperation between students and teachers in the classroom is enhanced. (Olowo & Fashiku, 2019) avows that classroom management techniques are aimed at producing conducive learning environment where students can learn with ease and perform better academically. Siyu, et al. (2024) suggested that these techniques can be adopted in the classroom depending on the nature of the problem at hand.

The effects of a positive or negative relationship between lectures and students and classroom management can be either beneficial or detrimental to students' academics, behaviors, and emotions (Chen, Lindo, Blalock, Yousef, Smith & Hurt-Avila, 2021). Many lectures have reported their priorities of engaging students in academic learning and managing students' classroom behaviors (Karagianni, Papadaki, Karabatzaki & Driga, 2023) and yet they often find it challenging to balance teaching the curriculum with attending to problematic behaviors. This highlights the importance of understanding and managing both individual student behavior as well as collective student behavior in the larger classroom context. Understanding the dynamic between a lecturer's approach and their ability to create an effective learning environment is essential for enhancing student engagement and academic success (Ray, Gilbert & Darin, 2021). Counselors play a crucial role in this analysis, as they provide insights into the social and emotional aspects of the classroom that impact student' learning experiences. By exploring the personality of lecturers and their management strategies, against this backdrop this research aims to highlight how lectures' personality and classroom management contribute to promoting a seemly educational atmosphere at the university.

Objectives of the study

The main objective of the study is to investigate the relationship between the personality traits of lecturers and their effectiveness in classroom management in Edo State, from a counselor's perspective. This study aims to identify specific personality characteristics that contribute to successful classroom management and to explore how these traits influence lecturers' interactions with students, the learning environment, and overall educational outcomes. Additionally, the research seeks to provide recommendations for professional development strategies that can enhance lecturers' classroom management skills based on their personality profiles.

Statement of the Problem:

In Edo State, the effectiveness of classroom management remains a critical issue affecting student engagement

and academic performance. Despite the recognized importance of lecturers' roles in fostering a conducive learning environment, there is limited understanding of how their personality traits influence their classroom management strategies. Various personality dimensions such as openness, agreeableness, and emotional stability may significantly impact lecturers' ability to connect with students, establish authority, and maintain discipline.

Moreover, existing research often overlooks the unique context of Edo State's educational system, where cultural and socioeconomic factors may further complicate classroom dynamics. This gap in knowledge hinders the development of tailored interventions and support systems that could enhance the effectiveness of lecturers. From a counselor's perspective, understanding this relationship is essential for promoting better classroom environments, ultimately leading to improved educational outcomes. Therefore, this study seeks to address the need for a comprehensive analysis of how lecturers' personalities affect their classroom management practices in Edo State.

Research Questions

The research questions formulated were as follows:

- 1) To what extent is lectures' personality in classroom management among students of public universities in Edo State?
- 2) Does lectures' personality predict classroom management among students of public universities in Edo State?

The research hypotheses are:

H01: Lectures' personality will not significantly predict classroom management among students of public universities in Edo State;

H02: Management monitoring will not significantly predict lectures' personality in classroom management among students of public universities in Edo State

LITERATURE REVIEW

Personality

Personality is the characteristics and appearance of a person. It centers around a person's thoughts, feelings, behavior, communicative ability and physical features (Imarhiagbe, et al. 2019). It also refers to the uniqueness of a person in terms of his attributes, qualities, weaknesses and emotions that are relatively stable over time. According to Siyu, et al., (2024), it is "all that a person is, the totality of one's behavior towards oneself as well as others". He stated further that personality includes everything about the person, his physical, emotional, social, mental and spiritual make-up. Shaibu (2024) defined it as "that which permits a prediction of what a person will do in a given situation".

Personality is the study of the person. It is important to study the person when it comes to organizational behavior. This is because the employee's individual personality refers to his dynamic mental structures and coordinated processes of mind which determine his emotional and behavioral adjustment to the organization (Sandhya, 2021). It was previously speculated that everyone lived his whole life based on childhood personality script which was almost difficult to change. However, years of research and practical application has changed this view. It has been found that personality could be developed and acquired. It grows continuously and could be altered to suit situations because it is the result of one's outlook and response to things around an individual that shapes his personality (Ray, et al., 2021).

Many people still believe that personality has to do with the physical appearance of a person. For instance, if a person is well-built and well dressed, he is said to have good personality. However, studies have shown that it includes both structure and dynamics. The personality of an individual denotes the inner construction of the

outer world. People who cannot speak well, even if they have good structures, exhibit warped personality since language is the means by which an individual gets his information and attitudes (Özen & Yıldırım, 2020).

Therefore, to strike a balance, the outer and inner personality should be worked on by looking good and acquiring a right attitude to life. Lecturer personality therefore, means when personality is applied to the teaching profession. Önder (2019) said it is the projection of one's social self which reflects the lecturer's ability to inspire enthusiasm, affection in others by means of influence, principles and ethics, and behavior as a role model. He further stated that lecturers are encouraged to work toward attaining effective classroom management through interpersonal relationship and to achieve harmony and esprit de corps in the classroom.

Lecturer Personality and Effective Teaching

Olowo et al., (2019) puts it that lecture's personality is a crucial factor in arranging the conditions of the learner's environment for effective teaching. No man can be a good lecturer unless he has feelings of warm affection towards his students and a genuine desire to impart to them what he himself believes to be of value. Njoku (2020) pointed out that, many of psychologically healthy individual possessed such attributes as acceptance, spontaneity, autonomy, democratic nature, and creativeness. He stressed that lecturer charisma probably is a significant factor of lecturer effectiveness which is a personality trait. Lisa, Robert & Perry, (2022) also concluded that the students perceived the effective lecturer as a warm, friendly and supportive person who communicates clearly, motivates and disciplines pupils effectively, and is flexible in methodology.

Kenni, (2020) confirmed that what students find lacking in lecturer are those qualities which make them human. Some characteristics, most relating to lecturer personality, have been consistently identified as comprising effective teaching at the college and university level. Furthermore, the major factors were found to be: (i) Clarity of organization, interpretation and explanation; (ii) Encouragement of class discussion and the presentation of diverse points of view; (iii) Stimulation of students' interests, motivation and thinking. (iv) Manifestation of attentiveness to and interest in students; (v) Manifestation of enthusiasm.

Shaibu, (2024) study on characteristics of good lectures and came up with knowledge of subject, pleasing personality, neatness in work and appearance, fairness, interesting style of presentation, well organized, well prepared for class, clarity, trustworthiness, challenging, interesting, kind, sympathetic, sense of humor, alertness and broad mindedness, ability to direct discussion, encourages independent thought, motivates students, interesting, competency, open mindedness, admits mistakes, responsiveness, available to students and others as the characteristics a good teacher should have and fall as personality qualities, though these qualities describe a good lecturer similar in nature to all humans elsewhere in the world.

Personality and Classroom Management

Karagianni, Papadaki, Karabatzaki & Driga, (2023) said personality in the context of the classroom means the projection of one's social self which reflect: (i) the teachers' ability to inspire enthusiasm. (ii) the teachers' interest, or affection in others by means of influence. (iii) the teachers' principles: that is belief, attitude value or standard. It also reflects his ethics (morals or standard of behaviour). (iv) the teachers' behaviour as a role model. Classroom, according to Imarhiagbe, et al., (2019) is like "a room within a building where learners are sufficiently fed with knowledge, skills, attitudes and great wisdom using pedagogical due process as a tool for quality education assurance in learning outcomes"

George (2017), said lectures are encouraged to work towards the attainment of effective classroom management through interpersonal relationships and to achieve harmony and spirit de corps in the classroom. The lecturer must exhibit an understanding of the unique structure of students

Conversely, Gage, Scott, Hirn, and MacSuga-Gage (2018) agree that lectures disregards his/her students by way of negative interpersonal relationship, the outcome will be disruption and crisis in the learning environment. Chen, Lindo, Blalock, Yousef, Smith & Hurt-Avila, (2021) identifies five important areas in which the behaviour of the lecturer can influence group dynamics in the classroom. They are: (i) Classroom structure: co-operative or competitive. (ii) The nature of leadership: participative, directive or permissive. (iii)

Compatibility of norms: the goals of students and those of the teacher. (iv) Interpersonal relationships: pattern of communication and attraction with the group. (v) Subgroup within the classroom, group size and composition.

Burić, Butkovic and Kim, (2023) pointed that one of the indicators of an effective and efficient lecturer is the ability to channel students' behaviour towards set educational goals and objectives as such; therefore, the lecturer should be an expert in his professional area as well as a good classroom manager. Knowledge of the subject does not really mean knowing history, mathematics or English, but knowing what to teach and how to teach it, knowing who you are teaching and how to teach them. Knowing who they are and how to motivate them above all, knowing when to teach and where to teach it.

Lecturer Personality and Effective Communication

Good communication is good attribute for **lecturers** to possess as is it the ability to communicate their knowledge to their students. Communications are aided by good morale according to Bardach, Klassen, and Perry, (2022). They emphasized that it is a combination of many factors relating to the state of a person's feelings and attitude. It is important to note that relationships are the foundation of all communication, be it in the classroom or anywhere. When no relationship has been established between two people, it is difficult to succeed in any kind of communication (Badamas, 2021).

Communication is therefore the means whereby students and teachers in classroom exchange information regarding the teaching and learning process to achieve educational objectives and managing the communication process required attention to the media of communication and the personal interrelationships of students in the classroom (Andabai & Basuo, 2013). Akosubo-Ogori, Nwankwo and Nweke, (2020), pointed out the use of communication in creating interpersonal relationship because it recognize people as persons which must be considered primary to any other purpose if communication is to be effective. They said human relationship have been defined as a series of transactions called “ego states” in which we approach one another as parents, adult or child. In communication, these relationships form almost immediately and has implications for the classroom lecturer because to motivate and manage the classroom, a lecturer must to a large degree use good speech to gain the confidence of his students so they will feel unthreatened and open up to the lecturer who they trust and have their interest at heart.

Furthermore, communication involves listening, and effective listening promotes cooperation as it is assumed that the other person (student) has worth, dignity and something to offer. This attitude makes the student feel positive and take a more positive attitude towards being with the teacher and working with or learning from him (Bardach, et al., 2023).

Classroom Management

It is important to note that the dynamics between lectures and students are embedded within the larger context of classroom interactions (Marschall, 2023). Lectures have a strong influence over classroom dynamics, both indirectly and directly through teaching practices and classroom management (Chen, et al. 2021). Classroom management is an important and necessary aspect of teaching and is a broad term comprised of strategies and techniques used to assist in engaging students as well as limiting disruptive behaviors (Kenni, 2020).

Many lectures have incorporated popular teaching methods such as cooperative learning groups, computer programs, lectures, and the use of student experiences (Burić, et al., 2023). Among these teaching strategies for learning, lectures also integrate specific approaches that assist in classroom management and positive classroom climate. Though many of these strategies aid in promoting academic success, many do not include the importance of lecturer relationships. The quality of the lecturer relationship has a direct impact on students' academics, behaviors, and emotions (Olowo, et al., 2019).

Positive lecturer relationships will often help reduce problematic behaviors and are typically linked to students being more engaged in learning (Andabai, et al., 2013). Moreover, lectures' perceptions and attitudes toward students' behaviors can influence classroom dynamics (Akosubo-Ogori, et al., 2020)

METHODOLOGY

The study adopted the ex-post facto research design. Ex-post facto research aims to ascertain the degree to which one variable, referred to as the "independent variable," interfaces with another, referred to as the "dependent variable". The population of this study consists of all the (100L, 200L, 300L, 400L PGD, Msc, & PhD) students in three public universities in 2021/2022 academic session. The above population consists: 52,270, University of Benin (UNIBEN), 32,180 Ambrose Alli University (AAU) and 15,148 Edo State University (EDSU). A sample size of 1,159 students representing one (1) percent of the population were drawn from the universities covered in the study as shows in table 1. Below;

Table 1: Population and Sample of students

s/n	Name of University	Population of students	1% sample
1	University of Benin (UNIBEN)	62,270	622
2	Ambrose Alli University (AAU)	38,530	385
3	Edo State University (EDSU)	15,148	152
	Total	115,948	1,159

The multi-stage random sampling technique was used to draw a sample size of 1% per institution of which 1,043 questionnaires were retrieved from the respondents. Five point rating scales were adapted as instruments in this study ranging from Strongly Agree (5) to Strongly Disagree (1) with a middle response of Undecided (3). The instrument was content validated by two experts from Ambrose Alli University Ekpoma's Department of Guidance and Counselling and the Cronbach reliability alpha technique was used to determine the reliability of the instruments which is 0.70.

Data collected was descriptively analyzed with percentages (%), means (X).standard deviation. Specifically, percentages (%) were used to provide summary report of respondents' socio-demographics. The research question I was analysed with means (X) and standard deviation (S.D). A mean score of 2.50 was used as the benchmark for determining lectures personality. Hence, an overall mean of 2.50 or higher was taken as high personality while any value of 2.49 or lower was taken otherwise. The simple linear regression analysis was used to test the hypotheses at 0.05 level of significance. The research questions and hypothesis were analysed and tested with the aid of Statistical Package for Social Science (SPSS) (IBM Version 20).

RESULTS

Research question 1; To what extent is lectures' personality in classroom management among students of public universities in Edo State?

Table 2: Mean and Standard Deviation Analysis on Lectures' Personality in Public Universities in Edo State

s/n	Items	Always	Sometim es	Rarely	Never	X	SD	Remarks
1	Being friendly and open encourages students to engage and ask questions	394 (37.8%)	281 (26.9%)	268 (25.7%)	100 (9.6%)	2.93	1.007	High
2	A passionate approach to teaching motivates students to a positive learning atmosphere.	329 (31.5%)	336 (32.2%)	250 (24.0%)	128 (12.3%)	2.83	1.009	High

3	Understanding students' perspectives helps in addressing their needs and concerns	69 (6.6%)	351 (33.7%)	363 (34.8%)	260 (24.9%)	2.22	.896	Low
4	A confident lecturer doesn't instill trust and respect, making it easier to maintain authority in the classroom.	234 (22.4%)	229 (22.0%)	258 (24.7%)	322 (30.9%)	2.36	1.139	Low
5	Adapting to different situations and student needs discourage classroom dynamics	148 (14.2%)	286 (27.4%)	272 (26.1%)	337 (32.3%)	2.23	1.054	Low
6	Non clear structure and well-planned lessons minimize chaos and help students stay focused.	338 (32.4%)	183 (17.5%)	157 (15.1%)	365 (35.0%)	2.47	1.264	Low
7	Being consistent and impartial in dealing with students promotes a sense of justice and respect.	316 (30.3%)	229 (22.0%)	309 (29.6%)	189 (18.1%)	2.64	1.095	High
8	Ambiguous communication aids in conveying ideas and expectations.	280 (26.8%)	212 (20.3%)	266 (25.5%)	285 (27.3%)	2.47	1.155	Low
9	Innovative teaching methods engage students and make learning more enjoyable.	274 (26.3%)	244 (23.4%)	313 (30.0%)	212 (20.3%)	2.56	1.086	High
10	Remaining calm and patient helps in managing diverse classroom behaviors.	248 (23.8%)	189 (18.1%)	261 (25.0%)	345 (33.1%)	2.33	1.165	Low
	Mean score on lectures' personality =2.52							

High mean score ($x \geq 2.50$)

From Table 2, the summary result shows that 37.8 percent of the respondents say being friendly and open encourages students to engage and ask questions at a mean score of 2.93. 32.2 percent of the respondents agree that passionate approach to teaching motivates students to a positive learning atmosphere at mean score of 2.83, 30.3 percent of the respondents say that being consistent and impartial in dealing with students promotes a sense of justice and respect at mean score of 2.64, 30.0 percent agree that innovative teaching methods engage students and make learning more enjoyable at mean score of 2.56. Overall, the mean score on lectures' personality among students in public universities in Edo State was higher than the benchmark mean or 2.50. Hence, there is high lectures' personality among students in public universities in Edo State.

Research Question 2. Does lectures' personality predict classroom management among students of public universities in Edo State?

The analysis in table 2 was used to answer this. The above analysis also, indicates that with a **mean score of $x \geq 2.50$** , lectures' personality is highly related which resulted to how the classroom is managed in public universities in Edo State

Hypothesis 1: Lectures' personality will not significantly predict classroom management among students of public universities in Edo State. The results of the analysis are presented in Table 3.

Table 3: Summary of Simple Linear Regression Analysis on Lectures' personality Predicting Classroom Management among Students of Public Universities in Edo State.

$R = .255^a$ $R\text{-square } (R^2) = .065$ $\text{Adjusted } R\text{-square} = .064$ $F(1.1041) = 72.152^*$					
	Unstandardized Coefficients		Standardized Coefficients		
Model (Constant)	β	Std. Error	Beta	t-val.	p-val. Remark
	1.853	.055		33.912	.000 Significant
Lectures' personality	.159	.019	.255	8.494	.000 Significant

- a. Dependent variable: lectures' personality
- b. Predictors: (constant), classroom management

*t-values and f-value are statistically significant ($p < 0.05$)

The result in Table 3 shows the t-value for lectures' personality individually predicting classroom management among students ($t = 0.159$, $\beta = 8.494$, $p < 0.05$). Therefore, the null hypothesis was rejected. This implied that lectures' personality significantly predict classroom management among students of public universities in Edo State. The R^2 square and adjusted R^2 values (.255 and .065) showed that approximately 6.5 percent variation in classroom management was attributed to the predictive or explanatory changes in lectures' personality.

Hypothesis 2: Management monitoring will not significantly predict lectures' personality in classroom management among students of public universities in Edo State. The results of the analysis are presented in Table 4

Table 4: Summary of Simple Linear Regression Analysis on Management Monitoring and Classroom Management among Students of Public Universities in Edo State

$R = .280^a$ $R\text{-square } (R^2) = .079$ $\text{Adjusted } R\text{-square} = .087$ $F(1.1041) = 88.705^*$					
	Unstandardized Coefficients		Standardized Coefficients		
Model (Constant)	B	Std. Error	Beta	t-val.	p-val. Remark
	1.804	.055		32.991	.000 Significant
Management Monitoring	-.186	.018	.280	-9.418	.000 Significant

- a. Dependent variable: Management monitoring

b. Predictors: (constant), classroom management

*t-values and f-value are statistically significant ($p < 0.05$)

The result in Table 4 shows that the t-value for management monitoring individually predicted classroom management among students ($t = -9.418$, $\beta = -.168$, $p < 0.05$). Therefore, the null hypothesis was rejected. This indicated that management monitoring significantly predicted classroom management among students of public universities in Edo State. The R² square and adjusted R² values (.079 and .078) showed that approximately 7.9 percent variations in classroom management was predicted by management monitoring among students of public universities in Edo State.

DISCUSSION

The results from the study were further discussed.

The result from research question one shows there is high lectures' personality among students in public universities in Edo State. The reasons for this may be resulting from strong personalities which often capture students' attention better, making lessons more interactive and enjoyable. Furthermore, charismatic personality can help establish authority and respect in the classroom that may make students be more inclined to listen and follow rules when they feel a connection to their instructor.

In addition, the high lectures' personality in classroom among students could be as a result of energetic and passionate lecturers which can inspire students, fostering a positive learning environment. This motivation can lead to higher academic performance and a willingness to engage in discussions. And personalities that encourage open communication can help students feel comfortable sharing concerns or asking questions, leading to a more collaborative classroom experience.

The result supports that of Badamas (2021) whose study investigated teachers' personality type as determinant of classroom management in Lagos State, Nigeria and found that most of the teachers' personality type is openness vs. closed to experience in Lagos State.

The result is in consonance with that of Ray, et. al., (2021) in their study rated high an authoritative personality style in classroom management as an important factor for successful teaching. Meaning that teachers who use an authoritarian classroom management style impose limitations and controls on students while also encouraging independence. Instructors believed that classroom rules and decisions should be communicated to students prior to the instructors' enforcing them.

The result in question two showed that lectures' personality is highly related to how classroom is managed in public universities in Edo State. The possible reason for this outcome can be adduced to innovative teaching methods which engage students and make learning more enjoyable to improve performance. The outcome of this investigation agrees with that of Kenni (2020) who found that there was a significant positive correlation between teachers' attitude and academic achievement of chemistry students ($r = 0.612$, $N = 200$, $p < 0.05$). Implying that teacher' personality and attitude to the learners can affect learning either positively or negatively as their personality can either promote or hinder learning.

The result in hypothesis one showed that lectures' personality significantly predicted classroom management among students of public universities in Edo State. The possible reason for this outcome can be cited to personalities that are flexible and responsive to student needs, adjusting teaching strategies thereby addressing issues as they arise.

It could also be due to a lecturer's passion for the subject can inspire students, encouraging them to take responsibility for their learning and behavior, thus facilitating smoother classroom management. The outcome of this finding agrees with that of Badamas (2021) who found a significant association between teacher personality and classroom management. The finding further buttressed the finding of (Andabai & Basuo, 2013) who found that the mean and standard deviation score of teacher personality ($x = 2.50$, $SD =$

1.12) and learning ($x = 2.66$, $SD = 1.12$) this indicates that there is significant and positive relationship between teacher personality and learning in tertiary institutions as reflected in the mean (x) = 2.58.

The result from hypothesis two showed that management monitoring significantly predicted classroom management among students of public universities in Edo State. Considering that management monitoring reduces the high handedness and unprofessionalism of lecturers' display in classroom management among students. it is important to note also that different lecturers have unique teaching styles that may not align with standardized monitoring practices. Effective classroom management often relies on individual approaches rather than a one-size-fits-all method.

The result agrees with that of (Shaibu, 2024) who found partly significant relationship between management monitoring and classroom management among student. Emphasizing that monitoring alone does not account for the quality of interactions between students and lecturers. Positive relationships and engagement are crucial for effective classroom management.

The Counsellors Perspective

Based on the findings from the study from a counsellor's perspective, high lecturer personality is a valuable asset in promoting effective classroom management and supporting students' holistic development in public universities. Worthy of it is that a lectures personality naturally yield obedience, respect and esteem from students. A worthy personality places the lecturer on an advantage to have a better control of his student and manage it effectively. The counsellor should ensure that the operationalized perspectives of teaching which is transmission, apprenticeship, developmental, nurturing and social reform are adhered with.

Counsellors recognize that a lecturer's personality significantly influences the classroom learning environment; shaping students' engagement, motivation, and overall academic experience. Counsellors view this relationship as vital for fostering strong, supportive relationships to enhance both academic success and emotional well-being among students.

Counsellors emphasize the importance of interpersonal relationships in educational settings. A lecturer's personality traits such as warmth, approachability, and enthusiasm foster positive relationships, which are crucial for effective classroom management. This perspective underscores the importance of personality traits in creating supportive, engaging, and effective learning environments.

Counsellors see management monitoring as a potentially valuable tool for predicting and enhancing classroom management. When implemented thoughtfully, it can contribute to a supportive and effective learning environment, leading to better classroom management and enhanced learning outcomes, but it must be balanced with attention to students' needs and autonomy.

CONCLUSION

The findings on the impact of lecturers' personality on classroom management in public universities in Edo State highlight the critical role that personal attributes play in shaping classroom management. The research indicates that lecturers with strong, engaging personalities promote positive relationships with students, which significantly enhance classroom management. This correlation underscores the importance of interpersonal dynamics in promoting a conducive learning atmosphere, where students feel motivated and respected.

Furthermore, the study reveals that lecturers' personalities not only influence classroom dynamics but also serve as significant predictors of effective classroom management. A charismatic and approachable lecturer can create an environment where students are more engaged, leading to improved behavior and participation.

Additionally, the role of management monitoring is also critical, as it provides a structured framework that supports classroom management efforts. Effective monitoring ensures accountability and consistency, allowing for early intervention in behavioral issues while enhancing communication between lecturers and students.

Finally, these factors demonstrate that both lecturers' personality and management monitoring are vital

components in the successful management of classrooms in public universities in Edo State. Fostering strong lecturer personalities and implementing effective monitoring strategies can lead to enhanced educational outcomes and a more supportive learning environment for students.

RECOMMENDATIONS

Based on the findings regarding lecturers' personality and management monitoring on classroom management in public universities in Edo State, the following recommendations are proposed:

1. Institutions should provide training and workshops focused on enhancing lecturers' interpersonal skills and personality traits. These sessions can include techniques for building rapport, fostering engagement, and developing effective communication strategies, thereby enhancing their effectiveness and efficiency in classroom management.
2. Establish regular feedback channels for students to share their experiences regarding lecturer personalities and classroom management. This feedback can inform professional development and help lecturers adjust their approaches to better meet student needs.
3. Universities should provide accessible counselling services to support students in navigating classroom dynamics. Counsellors can help students develop coping strategies and enhance their engagement, fostering a positive relationship with lecturers.
4. While management monitoring is essential, it is crucial to strike a balance that promotes accountability without stifling autonomy. Monitoring should be implemented in a supportive manner, focusing on constructive feedback and fostering a collaborative classroom management.

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