

## **Lecturers' bits of smiles: strategies of creating students' invitation to learn in higher educational institutions in Nigeria**

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**Abstract:** *This paper is on lecturer's bits of smiles: Strategies of creating students invitation to learn in higher educational institutions in Nigeria. Descriptive survey research design was used for this study. Imo State University Owerri, is Among Universities in Nigeria. However, Imo State University Owerri was the university where the population and sample size of this study was selected. One research question and one hypothesis guided this study. Population of this study is 8,000 which comprised 4,500 males and 5,500 female students of Imo State University Owerri. Stratified random sampling technique was used to select 20 male students each in social science education and life science education department departments. On the other hand, 26 female students each were selected from political science and economics departments, which gave sample size of 92 students as sample size. Researcher developed questionnaire title "lecture's bits of smiles: Strategies of creating students invitation to learn in higher educational institutions in Nigeria" was used, with four rating scale of strongly agree, agree, dis agree and strongly disagree. The instrument was validated by two specialists in Business Education, Madonna University Nigeria, Okija Campus, Anambra State. Cronbach alpha statistics was used to determine the reliability coefficient of this study at 0.78 and 0.97, which shows that the instrument was reliable for use on this study. The instrument was administered to the respondents with the help of two research assistants. Data collected were analyzed using mean and standard deviation. Chi Square -test of independent was used to test the hypotheses. Findings from this study revealed that lecturer's occasional smiles create students engagement to learn. It was recommended from this study that lecturer's should have open mindedness to students. This would enable students explain their learning difficulties to lecturers and seek learning solutions from them.*

**Keywords:** *Smiles, Classroom management, Concept of Lecturing, Teaching and Lecturing, Classroom, Correcting Classroom Bad Behaviors with use of Non- verbal Cues, Teaching and Lecturing.*

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## **INTRODUCTION**

Life is worth living when atmosphere of happiness, collaboration are expressed mostly in human taught and action. Good human relationship, warmth and affection are among human characteristics therefore, they are

inevitable in any human endeavours otherwise atmosphere and acrimony will ensure among those cohabiting or associating together. Smiles especially when there are not spates of grudges that triggers it creates atmosphere of peace and

relationship. Smiles when something very rewarding or knowledgeable has taken place raises the morale and feel at home among friends, colleagues, instructors, lecturers, teachers and students. Smiles can be captivating or developed into laugh of joy especially when something good has happened. Though smiles and laugh are used during moments of sad condition. These manners of smiles and laughs are observed with frowned or sad facial expression on the victim and cannot be compared with genuine smiles or laughs that are triggered with happiness or reciprocity of learning contents by students in the classroom. Smiles and perhaps laughs are among the non-verbal cues or speechless signs of expression of good and bad condition. In the lecture hall, smiles are used by lecturers to tell that instructions they are delivering are gaining high perceptions in the brain and behavior of the students. Non-verbal cues in which smiles are among them signals danger or atmosphere of peace. Non-verbal cues are used in various strands such as schools, churches, industries among others. Teaching skills or styles of a lecturer brings could be endearing when the condition awakes learners to heed to the lecturers instructions or teaching. Human brains become more functional when they are exposed to worthwhile knowledge and skills on mutual reciprocity in a conducive learning environment.

### **Smiles**

An individual who smiles occasionally have no grudges in his mind. Though, some people choose to smile when they are on serious conditions. However, a lecturer who smiles occasionally signifies that he is an open minded person. Occasional smiles are always brief and sometimes, unplanned by some individual. To some people, occasional smiles show moment of joy. Some lecturers use

occasional smiles to show that they are in good mood. Smiles used in the positive way shows expression of deep feeling of joy especially, when a good thing or good impression has happened. In the lecture hall, lecturers use smiles to show that students are paying attention and receptive to his teaching in the lecture hall. A lecturer can smile in surprise to what students have said very well or done very well. A smile of a lecturer in an educative process makes students feel connected, appreciated or welcomed (Macbeth, 2004). Smiles can be used by any person at special moments. This is why smiles are said to be occasional and usually caused to take place by an event or sudden occurrence. A lecturer uses smiles to show bits of happiness especially when something very fantastic is expressed or said out by a student or group of students in a motivating educational way. A lecturer or a teacher may engage into bits of smiles to free learners from learning anxiety (Mondada, 2016). Occasional smiles are used by a lecturer especially, when the lecturer finds out that his learners are fast learners and can heed to his advice or directives. A lecturer can engage into captivating smiles or laughs, when he observed that his students have been enthralled or enthused to his instructional tactics (Degoumois et al, 2017). Bits of smiles by lecturer in the classroom, reduces boredom among students (Okereke, 2002). Occasional smiles show that students have developed the spirit to yield to the directives or teachings of a lecturer. Lecturers bits of smiles and his ability to manage students misdemeanors in the lecture hall brings endearing feedbacks showing that both the student and lecturers are working together to actualize teaching and learning goals. A stimulating or interest arousing lecture hall is a lecture hall where students are not antagonistic to their lecturers and where lecturers are not antagonistic to the students.

Smiles by a lecturer, shows that there is peace between him and his students. A good mind learning and teaching minds developed by both students and lecturers provides enabling grounds for lecturers to teach and students learns. Smiles are therapeutically relieving people from pains, anxiety or fears. They are gate ways to lecturer's approachability. However, smiles by lecturer and students at different segments of interactive teaching and learning result to positive learning outcomes (Akubue, 1991). Some students that do not smile when something very rewarding have taken place in their earning enable lecturers to detect or identify students that are aggressive, stubborn and fearless. Bits of smile by a lecturer or a teacher when a strong point is made by him from a learning content enkindle more students trust on the lecturer. Smiles by a students or lecturer when something educative is said or done by a student or a lecturer creates seriousness among students and develop serious minded students that are disciplined and inquest students that that exhibits good desires to acquire knowledge (Johnson, 2020).

Non- verbal cues impacts significantly on student's engagement, comprehensive learning and positive learning outcomes. Non- verbal cues are positive lecture delivery skills or cues. Non –verbal cues are: eye contact, smiles purposeful gestures, good tone of voice among others. Positive non- verbal cues makes students withdrew from academic slumber in the classroom. Positive non-verbal cues are signals that reinforce students to learn. Use of positive non-verbal cues in which smiles are among them, stimulate learning, leading to positive learning outcomes. Smiles occasionally used by some lecturers, make students perceive some lecturers as more competent, approachable and effective. Joyful smiles and its effective control

are imperative for effective classroom management.

### **Classroom management**

Classroom management is the responsibility of teachers and lecturers in primary, secondary and tertiary educational institutions. Classroom management in higher educational institutions is the ideal way of managing classroom to ensure students receptivity of learning contents. A well-managed or organized classroom encourages effective learner's attention collaborative, brainstorming hands on learning and problem solving instructional tactics are used. A well managed classroom fosters desirable behavior and attitudes among students. Lecturers are managers of their lecture halls or classrooms. Effective teaching and learning cannot take place in an uncoordinated or managed classroom (Ogunu 2000 & Helen 2006).

### **Meaning of Classroom Management**

Classroom management is the process of creating endearing classroom, paving way for effective teaching and learning, correcting anti-social behaviours of students. Classroom management is the process of restoring effective classroom discipline to ensure effective learning outcomes (Oku, 2015). Classroom can be effective classroom or disorganized classroom. A dis organized classroom is a classroom, where students struggle to acquire learning due to noise and unnecessary plays by students. Some lecturers manage their classrooms to ensure a direct teaching approach, while some lecturers manage their classrooms through use of digital platforms. Teachers can delve into use of teaching strategies to ensure disciplined classroom. Those learning strategies or interventions include: Enquiry teaching method, brain storming teaching, hands on learning and problem solving method. Discipline is the life wire of every organization. In school setting

discipline is sacrosanct to have especially in the classroom. This means that discipline must be restored in the classroom to increase efficiency or productivity (Oku, 2013). Effective classroom management is based on how instructional contents are planned, innovated, designed, organized, selected and taught to students (Nmka & Izuagba, 2006). Effective classroom management creates students invitation to learn where instructions are provided according to simple and complex methods of teaching and learning, where differences of students are not neglected, but explored, discussed, celebrated based on students' abilities (Hellen, 2006)

### **Concept of Lecturing**

Lecturing is a process of acquainting learners with necessary knowledge and skills. Lecturing is the process of exposing students on the rudiments of learning contents. Lecturing is carried out in higher educational institutions. Lecturing as it concerns higher education brings a permanent change in learners behaviours especially, when it is well coordinated and carried out in a conducive learning environment. A lecture that arouses student's interest and understanding brings a permanent change in student's behaviour. Lecturing is carried out by professionals in different academic fields. Lecturing is a profession, a call and a skill acquired by academicians who devoted themselves to teach. Invitation to students learning is not a jamboree, rather, it proceeds from the training, moral conduct. It is a responsibility of lecturers. The manner a lecturer uses to present his/ her lecture is measured or calculated on the way students are receptive to lecture. Lecturing is carried out with the use of skills. Lecturing skills are inevitable for delivery of lecturing services, otherwise, students will lose confidence they have

bestowed on their lecturers as repositories of knowledge and skills.

### **Teaching and Lecturing**

Skilled lecturer is a lecturer, who lectures with the use of skills. Lecturing is enhanced, when lecturers and students are in the same spirit. Lecturing and teaching are two opposite words. Teaching is carried out by a trained professional teacher in primary and secondary schools, while lecturing is carried out by professional lecturers in higher education institutions in Nigeria. The manner lecturers use to convey their lectures entails, if they are lecturing or teaching. Lecturing proceeds from teaching. Teaching gave birth to lecturing. Both teaching and lecturing brings a permanent change in learner's behaviour. A well-organized teaching or lecturing arouses student's interest to learn. A well-organized teaching or lecturing bring decorum, devotedness to to students receptivity of learning contents. Since lecturing proceeds from teaching, it is imperative that lecturers should make use of teaching skills to deliver their lectures. Use of teaching skills creates students invitation to learn. Teaching skills include: use of reinforcement, questioning, fluency, assertive, use of examples and illustrations, occasional smiles among others.

### **Classroom**

The condition of the classroom or lecture hall determines the mood lectures could use to offer learning contents to the students. Decorous and inviting classrooms where students have paid rapt attention, arouses or stimulate lecturers to convey their lectures in harmony or peaceful mood to the students. An interactive classroom is a classroom or a lecture hall where a lecturer and students interact together. An inspiring classroom brings meaningful learning, students pay attention and receptive to the learning contents. Classroom by extension is called lecture hall. It is a place where the intellectual

capabilities of students are exhibited and sustained (Nosiri, 2007). There are various forms of classroom. Classroom can serve different academic purposes especially when it is well organized and well-built to contain a good number of students. Size of a classroom entails if that classroom should be demarcated for other uses. Classroom has different names. Those names include: Art gallery, laboratory, museum, workshop, lecture hall among others. Effective education planning gives room for effective classroom management (Uwazuruike, 2021).

#### **Correcting Students bad behaviours with use of Non- verbal Cues**

Elaborately, some non- verbal cues are also used to ward-off unwanted behavior in the classroom or lecture hall. Some negative non- verbal cues used by both teachers and lecturers includes: facial expressions, body emotions such as surprise, guess, frown, smiles among others. Non- verbal cues are used to correct and accept unacceptable behaviours in the classroom. Some unacceptable behaviours in the classroom include: Chewing gum while lecture is going on in the lecture hall, fiddling with handsets to watch pornographies and films while lecture is going on in the lecture hall. Other forms of student's misdemeanors in the lecture hall include: A student tapping a fellow student, unnecessary student whispers to a fellow student, students use of books and pens to make noise while lecture is going on.

#### **Lecturers Inadequate Preparations to Lecture**

Students pay attention when lectures follow a logical structure or sequence. A lecturer delves into outrageous teaching in the classroom when he is not adequately prepared to teach (Ogunu, 2000). Inadequate lecturer's preparation dovetails to: Repeating and reading materials or

concepts that are already understood by students.

#### **Statement of the Problem**

A well-managed classroom arouses feeling of warmth and better relationship. Organized classroom is a classroom where instructions are taught on step by step basis. It is very unconventional to teach with bitterness and acrimony. A frowned face by a lecturer is a show of bad signal to students. A frowned face surprises students. The mood a lecturer uses determines how the tone of the classroom will be. A well-coordinated classroom reduces noise making from students. Some lecturers may show their anger while some do not show their anger. Majority of lecturers use smiles and laughs to ward off anger. It is pathetic and unprofessional to get angry in the classroom. It is also, observed that some lecturers do not use some non-verbal teaching strategies to create invitation to students learning. Some students develop anxiety when they see their lecturers approaching the classroom, because they prefer to stay idle without being taught by a lecturer, while some students also, do not like schooling. Some students do not approach their lecturers because they felt they will be harassed or disturbed by that lecturer. In the classroom teaching and learning panoramas, some students do not ask questions to their lecturers because of fear. Occasional smiles create students invitation to learn and encourages atmosphere of peace and harmony especially in the classroom. Lecturer's bits of smiles and students devotion to learn brings atmosphere of collaborative teaching and learning between students and their lecturers.

#### **Review of Related Literature**

The following studies carried out by scholars were reviewed as follows:

1.Bhavin (2019). Carried out a study on smile or not smile. The study entails that the first day of



a new academic year, students were used to be nervous or excited to their studies and their teachers are not at exception. The findings of this study revealed that teacher's smiles during teaching are pivotal for effective students learning. The findings revealed that teacher's pleasing smiles enables teachers to win half of their teaching responsibilities in the classroom. It was highlighted also in the findings that teachers smiles disarm angry among students create friendliness and boost both teachers and students well- being. The findings revealed that teachers use should use smiles to deliver effective teaching, provide joyful learning with students. It was recommended from this study that teachers should use smiles to create friendliness, reduction of worries and atmosphere of peace and harmony creation between the teachers and his students.

2. Teppo & Natalia (2020). Carried out a study on teachers smiles as interactional and pedagogical resources in the classroom. The findings from this study revealed that teacher's smiles reduces ill feeling and arouses students to learn. The findings also revealed that teacher's smiles are part of pedagogical teaching skills that should be possessed by a teacher. Teachers smiles encourage students to feel free to cope with the teachings of their teachers perhaps ask questions that relate to their study to their teachers. It was recommended from the study that teachers smiles should be integrated during teaching and learning as part of drawing students attention to learn. The study recommended that smiles should be compliment with discussion of instructional contents. This would remove ill feeling, anxiety and poor coping among students in primary and secondary schools in Finland.

### **Methods**

This paper is on lecturer's bits of smiles: Strategies of creating students invitation to learn

in higher educational institutions in Nigeria. Descriptive survey research design was used for this study. Imo State University Owerri, is Among Universities in Nigeria. However, Imo State University Owerri was the university where the population and sample size of this study was selected. One research question and one hypothesis guided this study. Population of this study is 8,000 which comprised 4,500 males and 5,500 female students of Imo State University Owerri. Stratified random sampling technique was used to select 20 male students each in social science education and life science education department departments. On the other hand, 26 female students each were selected from political science and economics departments, which gave sample size of 92 students as sample size. Researcher developed questionnaire titled "students quest to learn and lecturer's bits of smiles: Strategies of creating students invitation to learn in higher educational institutions in Nigeria" was used, with four rating scale of strongly agree, agree, dis agree and strongly disagree. The instrument was validated by two specialists in Business Education, Madonna University Nigeria, Okija Campus, Anambra State. Cronbach alpha statistics was used to determine the reliability coefficient of this study at 0.78 and 0.97, which shows that the instrument was reliable for use on this study. The instrument was administered to the respondents with the help of two research assistants. Data collected were analyzed using mean and standard deviation. Chi Square -test of independent was used to test the hypothesis.

### **Results**

What are impacts of lecturers smiles on student's invitation to learn in higher educational institutions in Nigeria?

Table 1: Shows the impacts of lecturers smiles on student's invitation to learn in higher educational institutions in Nigeria.

S/NO.	Item Statement	X	S.D	Decision	X	S.D	Decision
1	Occasional smiles constitute students engagement in the classroom	2.60	0.20	Agree	2.40	0.30	Agree
2	Occasional smiles are unplanned by lecturers	3.10	0.10	Agree	2.50	0.20	Agree
3	Lecturers' occasional smiles enable students to approach their lecturers	2.80	0.00	Agree	2.60	0.10	Agree
4	Lecturers' occasional smiles enable lecturers to be friendly to their students	2.70	0.30	Agree	3.10	0.20	Agree
5	Use of smiles by lecturers brings solutions to students' learning difficulties	3.30	0.10	Agree	3.00	0.30	Agree
6	Use of occasional smiles by lecturers is healing to students' learning difficulties	3.50	0.40	Agree	3.10	0.20	Agree
7	Lecturers' use of occasional smiles encourages an interactive classroom	3.10	0.50	Agree	3.20	0.10	Agree
8	Use of smiles occasionally by lecturers encourages peace in the classroom	3.40	0.10	Agree	3.10	0.30	Agree
9	Use of occasional smiles by lecturers encourages bits of glamour in the classroom	3.20	0.40	Agree	2.60	0.60	Agree
10	Lecturers' use of occasional smiles enables students to see some lecturers as easy-going	3.90	0.50	Agree	4.10	0.30	Agree
<b>Total</b>		<b>27.10</b>	<b>2.60</b>	<b>Agree</b>	<b>27.00</b>	<b>2.60</b>	<b>Agree</b>

### Test of Hypothesis

Table 2: Shows the impacts of occasional smiles on students' invitation to learn in higher education institutions in Nigeria

No. of Respondents	N	X	S.D.	D.f	X <sup>2</sup> -cal	X <sup>2</sup> -tab	Decision
Male students	80	27.10	2.60	0.05	40.6	3.84	Rejected
Female students	90	27.00	2.60				

In table 3: Calculated X<sub>o</sub> value is 40.6 which is greater than the table value of X<sub>e</sub> of 3.84. Since the calculated X<sub>o</sub> is greater than the X<sub>e</sub> table value, the null hypothesis was rejected.

### Discussion of Findings

Studies carried out by Bhavin (2019), revealed that teacher's smiles during teaching are pivotal

for effective students learning. The findings revealed that teacher's pleasing smiles enables teachers to win half of their teaching

responsibilities in the classroom. It was highlighted also in the findings that teachers smiles disarm angry to learn among students create friendliness and boost both lecturers and students well- being. The findings revealed that lecturers use smiles to deliver effective teaching, provide joyful learning with students.

Studies carried out by Teppo & Natalia (2020), revealed that teacher's smiles reduces ill feeling and arouses students to learn. The findings also revealed that teacher's smiles are part of pedagogical teaching skills that should be possessed by a teacher. Teachers smiles encourage students to feel free to cope with the teachings of their teachers perhaps ask questions that relate to their study to their teachers.

From the findings, other scholars expositions revealed that bits of smiles encourages students to learn, while frowned face of a lecturer signals danger and cause tensions or disagreement with students. (Okereke, 2002) opined that lecturers occasional smiles in the classroom, reduces boredom among students. Lecturers occasional smiles gives students open minded spirit to yield to the lecturers directives. Lecturers bit of smiles in the lecture hall brings rewarding learning experiences showing that both the students and lecturers are working together to actualize the teaching and learning goals. Smiles sometimes, shows atmosphere of peace. A bit of smiles by a lecturer opens the mind of students to receive instructions or teachings of their lecturers. Lecturer's smile opens the gate way for students to understand the instructional tactics used by lecturer. (Akubue, 1991), identified that occasional smiles or laughs are therapeutic thus, relieving students from pains, anxiety or fears. They are gate ways to lecturer's approachability. However, they result to positive learning

outcomes to students. Lecturer's occasional smiles in the lecture hall or classroom, enables lecturers to detect and differentiate students who are aggressive, stubborn and fearless with those that are easy going. In the same vein, (Jonson, 2020), averred that bits of smiles by a lecturer when a strong point is made by him enkindle more students trust on the lecturer. Smiles from a lecturer, creates seriousness among students and restore a disciplined classroom where students are in quest to acquire knowledge.

Occasional smiles are among the non- verbal cues used by lecturers and teachers in classroom teaching and learning. Non- verbal cues impacts significantly creates student's engagement, comprehension and positive learning outcomes. Non- verbal and verbal cues are positive lecture delivery cues that enhance student's motivation and engagement in learning. Non –verbal cues are: eye contact, smiles, purposeful gestures, frown, surprise, occasional smiles and laughs. Classroom has different names. Those names include: Art gallery, laboratory, museum, workshop lecture hall. Lecturer's use of occasional smiles works fervently when a classroom or lecture is well managed or planned. (Uwazuruike, 2021), encapsulated that effective education planning gives room for effective classroom management (Hellen, 2006), maintained that effective classroom management creates room for students invitation to learn where instructions are provided according to students background and where differences of students are not neglected, but explored, discussed, celebrated and carried out according to students' abilities.

### **Recommendations**

1.A well -managed classroom gives room to student's invitation to learn. Lecturers should



organize their classroom. This would ensure effective delivery of instructional contents in public higher educational institutions in Nigeria.

2.Occasional smiles creates warmth, inviting and serious-minded students in the classroom. Lecturers should use bits of smiles to convey their lectures. This would create an interactive and inspiring classroom where differences on students learning are managed into positive learning outcomes.

### **Conclusion**

Spirit of warmth and accommodation is the key to actualize different human social needs. A lecturer may engage into bits of smiles to attract learner's attention and ward off learning anxiety among students. Occasional smiles are used by a lecturer to ensure that learners are carried along and can heed to his directives. A lecturer gets into meaningful and endearing laughs, when he observed that his students have enthralled or enthused to his instructional tactics. Bit of smiles by lecturers in the classroom, reduces boredom among students. Occasional smiles show that students have developed the spirit to yield to the directives or teachings of their lecturer. Lecturers' bits of smiles by a lecturer during lecturing warmth, atmosphere of peace, copious learning and team spirit between a lecturer and his students in the classroom. Bit of smiles by a lecturer makes students develop quest the tactics a lecturer has used to convey his teaching. Smiles are therapeutic they create students invitation to learn. Inadequate smiles by students enables lecturers to detect students who are un-happy, aggressive and stubborn Bits of smiles by a lecturer enkindles seriousness among students and restore disciplined classroom.

Occasional smiles is among the non- verbal cues used by lecturers and teachers in classroom during teaching and learning. Non -verbal cues are human actions that give signals about good or bad behavior. Lecturer smiles, prevails in a classroom where there are no noise making. Smiles by a lecturer are rewarding signals for an ideal classroom.

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