



EFFECTIVE CLASSROOM MANAGEMENT AND STUDENTS' ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN YOLA SOUTH LOCAL GOVERNMENT AREA OF ADAMAWA STATE

ABUBAKAR ABDULLAH

General Studies Education Department, Federal College of Education, Yola

Abstract

Educational systems exist to assist children in developing the skills necessary to function competently and productively as adults in the communities in which they live specifically, the main skill and logical area. The focus of education systems is the acquisition of academic skills in order to increase academic performance. Poor learning environment in our public secondary schools has posed serious problems to students' academic performance over many decades ago. The educational sector has changed significantly over the years; attempts are being made to identify ways of using different innovations and techniques to improve the services that students get. Classroom management has become an important part of the teaching process; it is imperative to state that teachers strive to keep the class environment free from any kind of disruption.

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INTRODUCTION

Classroom management is an important undertaking in the educational sector. It enables teachers to deliver instructions and support students to achieve their full potential. It is imperative to state that teachers strive to keep the class environment free from any kind of disruption to ensure that learning goals are achieved. The process entails managing the behaviors and actions of learners and motivating them to engage in class activities. Thus, classroom management has become an important part of the teaching process.

Classroom management encompasses the activities that teachers undertake to direct and organize classes in a way that will lead to the realization of specific academic goals (Lavy, 2015; Burroughs, 2019). Furthermore, it entails using techniques and methods that will ensure that the teacher is in charge of the classroom, reduces discipline-related problems, and guarantees that students remain focused during the teaching process. Classroom management is a general term that is used to refer to the actions that the educators engage in to manage the behavior of students,

It is a skill that must be practiced to achieve proficiency.

In a study conducted by Stichter, Lewis, et al., (2006), teachers who used ineffective classroom management strategies experienced consistent student disturbances and an increased number of verbal interruptions. While it may seem that these disruptions add up to nothing more than mere annoyances, this is certainly not the case. The negative consequences of teachers using ineffective classroom management strategies are not limited to only students; in a study conducted by Clunies-Ross and colleagues (2008), workload and student misbehavior were the two biggest contributors to teacher stress.

Furthermore, Hastings and Bham (2003) found that various aspects of student classroom behavior (e.g., disrespect, lack of student sociability, and lack of attentiveness) differentially predicted various aspects of teacher burnout (e.g., emotional exhaustion, depersonalizing students, and lack of feelings of personal accomplishment). Research has consistently shown that teacher stress affects the teacher's performance, physical and emotional well-being as well as that of their families', and the school as a whole (Clunies-Ross et al., 2008).

Effective management of classrooms is considered to be one of the factors that create a difference between the achievement of academic goals and poor performance. The trend is attributed to the fact that the management methods that educators use in the course of their work will determine whether students will struggle to realize academic goals or succeed in their undertakings (Guarino, Maxfield, Reckase, Thompson, & Wooldridge, 2015; Blazar & Kraft, 2017).

CLASSROOM MANAGEMENT STRATEGIES

Classroom management strategy that has been shown to be effective is using effective commands; according to Kern and Clemens (2007), there are five key

features of an effective command. These features include getting the student's attention, stating the command in the form of a "do" statement, providing only one instruction at a time, using a firm but calm voice, and waiting for the student to respond.

(Little & Akin-Little, 2008). Although classroom rules are essential, they are not effective in reducing inappropriate behaviors when they are not used in conjunction with a behavior management plan that includes various types of reinforcement (e.g., verbal praise, privileges, tangibles) and consequence

(1) The number of classroom rules should be limited to five, (2) Students should help the teacher formulate the class rules, (3) Rules should be simple, brief, and positively stated, (4) Rules should be displayed in a prominent place in the classroom, (5) Rules should be specific, (6) Rules should describe and focus on behaviors that are observable and measurable, (7) Teachers should set aside 11 time to teach and model the rules to her class, (8) Rules should be associated with consequences

Teachers' classroom management skills regarding "Recognition of student characteristics and needs", "Setting up class rules and application" and "Management of undesirable behaviour" are significantly effective on preventing students' unwanted disciplinary behaviour "Towards the teacher".

Teachers should primarily understand these needs and the behaviour related to these needs (Jones, 1988; Celep, 2002). It is difficult to overcome behaviour without identifying its reason. The most important duty of a class manager is to search for the reasons of undesirable behaviour and then to eliminate this reason. Students who are oriented to activities with their needs and interests taken considered tend to perform their activities with pleasure and thus the teaching-learning process would become effective and problematic behaviour would decrease.

MATHEMATICS CLASSROOM MANAGEMENT STRATEGIES

There are two prevalent approaches to mathematics instruction. In skills-based instruction, which is a more traditional approach to teaching mathematics, teachers focus exclusively on developing computational skills and quick recall of facts. In concepts-based instruction, teachers encourage students to solve a problem in a way that is meaningful to them and to explain how they solved the problem, resulting in an increased awareness that there is more than one way to

solve most problems. Most researchers agree that both approaches are important that teachers should strive for procedural fluency that is grounded in conceptual understanding. In fact, the notion of numerical fluency, or the ability to work flexibly with numbers and operations on those numbers (Texas Education Agency, 2006), lies at the heart of an effective algebra readiness program. In general, a best practice is a way of doing something that is shown to generate the desired results. In terms of mathematics instruction, we typically think of a best practice as a teaching strategy that promotes a deep student understanding of mathematics. The Education Alliance (2006) looked at a variety of research studies, and identified a list of instructional strategies that could be considered to be best practices in mathematics education:

- ❖ Focus lessons on specific concept/skills that are standards-based
- ❖ Differentiate instruction through flexible grouping, individualizing lessons, compacting, using tiered assignments, and varying question levels
- ❖ Ensure that instructional activities are learner-centered and emphasize on inquiry
Problem - solving
- ❖ Use experience and prior knowledge as a basis for building new knowledge
- ❖ Use cooperative learning strategies and make real-life connections
- ❖ Use scaffolding to make connections to concepts, procedures, and understandings
- ❖ Ask probing questions which require students to justify their responses
- ❖ Emphasize the development of basic computational skills (p. 17)

The National Center for Educational Achievement (NCEA, 2009) examined higher performing schools in five states (California, Florida, Massachusetts, Michigan, and Texas) and determined that in terms of instructional strategies, higher performing middle and high schools use mathematical instructional strategies that include classroom activities which:

- ✓ Have a high level of student engagement
- ✓ Demand higher-order thinking

- ✓ Follow an inquiry-based model of instruction – including a combination of cooperative learning, direct instruction, labs or hands-on investigations, and manipulative
- ✓ Connect to students’ prior knowledge to make meaningful real-world applications
- ✓ Integrate literacy activities into the courses – including content-based reading strategies and academic vocabulary development

Conclusion

The understanding of mathematics is critical as it will affect the way students engage in different activities that require calculations. Therefore, attempts are always made to ensure that the students acquire skills that will enable them to succeed in the subject. Teachers make an abundance of instructional decisions that can either discourage or promote an effective learning environment. Poorly managed classrooms are usually characterized by disruptive behaviors such as: chatting, miscopying of notes, calling of names, playing, dancing, eating, verbal or physical threat to teachers and some student late coming, sleeping, noise making. These types of environments serve as impediments to effective mathematics. Strategic management is the solution to these forms of problems

Recommendations

- (i) Teachers should establish rules and regulations in the classroom and enforced it
- (ii) Teachers should always pay attention to their classroom management skills ensure a conducive learning environment
- (iii) Teachers should give assistance to students during lesson delivery
- (iv) Teachers should be cautious while using punishment to avoid counter effectiveness
- (v) Teachers should assign responsibilities to students to make them Participate in the learning process and possess leadership training.
- (i) Teachers should always pay attention to their classroom management skills so that it affects students’ academic performance positively.

- (ii) Teachers should give academic assistance to students during lesson delivery
- (iii) Teachers should be cautious while using punishment so that it does adversely affect students' academic performance.
- (iv) Teachers should assign responsibilities to students to make them have full participation in the Learning process

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