CLASSROOM MANAGEMENT STRATEGY AND ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN JALINGO: A QUANTITATIVE VIEW

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ABSTRACT

One of the yardsticks for judging quality and standard of education is students' academic performance; but recently there is a growing concern about poor academic performance of secondary school students in Taraba State. Of course, numerous factors may affect students' academic performance, however this study examines the relationship between classroom management strategy and students academic performance in public secondary schools in Jalingo local government area of Taraba Statea. It was a quantitative study guided by two research questions and two research hypotheses. The study employed descriptive research design and used simple random sampling technique to select four hundred (400) sample size out of four thousand eight hundred and twenty-seven (4,827) total population. A researcher's developed questionnaire was

Introduction:

Classroom management is one of the tasking issues for teachers to cope with. To a large extent, teachers vary in their strategies of managing classrooms, but little is being said about classroom management styles and students' academic performance (Brannon, 2014). Undoubtedly, classroom management optimization is a reliable strategy towards maximizing students' academic performance. For McCreary (2013), classroom management is the method and strategy employed by an educator to make a classroom environment conducive for effective teaching and

used for data collection titled 'Classroom Management Strategy in relation to Students' Academic Performance Questionnaire (CMSAPQ)'. The data collected were analyzed using mean and standard deviation for answering research questions while Pearson Product Moment Correlation Analysis (PPMC) was employed for testing research hypotheses. The study revealed significant relationship between classroom discipline and academic performance; as well as significant relationship between reward system and academic performance of secondary school students in the study area. Therefore, it was concluded that there is significant relationship between teachers' classroom management strategy and academic performance of secondary school students in Jalingo local government area of Taraba State. In line with these findings, it was recommended amongst others that school administrators, teachers and entire staff should pay attention to issues related to classroom management strategy as it could facilitate attainment of objectives of secondary education in general and positively impact on academic performance of individual student in particular; and that reward system should be practiced at the classroom level so as to create healthy rivalry among students and by extension for better academic performance of secondary school students.

Keywords: Classroom management, reward system, discipline, secondary education, secondary students.

earning. That is, a well-managed classroom provides an environment in which teaching and learning could thrive.

Perhaps this explains why parents and society at large hold school liable for every aspect of students' performance. Needless to say classroom management plays a very significant role in students' academic performance. In fact, effective classroom management puts the teacher in firm control of the classroom and provides orderliness and safety needed for instruction and learning. Yet, the various reforms in education, like the National Policy on Education of 1977, revised in 1981, 1998, 2004 and 2013 in Wali (2015), failed to mention or address classroom management

and the relationship between students' academic performance and classroom management. That is, classroom management remains most neglected aspect in our secondary schools, despite the fact that the success or failure of any teaching and learning process depends on the way classroom is managed. Failure to effectively manage the classroom can have an overall negative impact on the entire school, especially the aspect of academic performance of the students. When this happens other negative consequences follow such as the depletion of the student population because parents/guardians prefer to enroll their children and wards in schools that are performing well academically.

Even though when several popular classroom management theories, such as Skinner (1967), Rogers, Wong (1990), Glasser (1985), and Canter (1990), are utilized in classrooms today, teachers are still concerned about classroom management and student performance (Brannon, 2014). As teacher concerns and mandates have evolved over the years, classroom management techniques have been divided into two major components: behavioral management (BM) and instructional management (IM). Based on Martin and Sass (2012), Behavioral Management (BM) is similar to, but different from discipline in that it includes pre-planned efforts to prevent misbehavior as well as the teacher's response to it. BM refers to the general daily maintenance of the classroom, which includes classroom rules for student input during instructional delivery and the types of reward systems utilized (Martin & Sass, 2012). Whereas Instructional Management (IM) includes aspects such as monitoring seatwork, structuring of the daily routines as well as teachers' use of lecture and student practice versus interactive, participatory approaches to instruction (Martin & Sass, 2012).

From the above, the essential role of classroom discipline to students' performance cannot be underestimated (see Brannon, 2014). For several decades, classroom discipline has been cited as a major issue for teachers (Martin & Sass, 2012). According to Shupe (2015), students' performance has been affected in schools where discipline and behavioral issues are not appropriately handled. In spite of this, classroom discipline issues are

increasing in secondary schools. Despite long standing attention to the problem, there is a growing perception that not all public schools are safe for learning, highlighted by extensive media coverage of school-based violent acts, for example the incident in Sandy Hook Connecticut, where twenty children and six adults were killed by an intruder. Discipline problems are of great concern these days, (Martin & Sass, 2012) to the extent that more students are spending time outside of the classroom, to serve under in-school suspension or out of school suspension, instead of in the classroom setting, which ultimately affects their academic performance. Simply put, owing to societal changes, today's teachers have more discipline issues that affect the ways teacher manage the classroom (Etheridge, 2014).

In support of this, Barden and Smith (2016) observed that classroom disciplinary issues today are worse than those in the past, which has negatively impacted students' academic performance. According to Ravich (2014), about half a century ago, students did not question a teacher's authoritative role in the classroom because they were fearful of being reported to the office of principal and by extension the retribution that attached when the teacher contacted their parents. But the current situation shows that teachers are not authoritative as they used to be, thereby making students to be indiscipline even when they are in the classroom.

Again, it must be emphasized that reinforcement is one of the key variables of classroom management. Reinforcement is a term used in the classroom to arouse students' interest in performing a particular task as many times as possible. That is, reinforcement encourages a workable rewarding system among the students. By and large, it is a way of managing classroom activities for teacher, because it prepares students' mind towards those actions that demand gifts from teacher. In this wise, students only act within the governing rules of the classroom and attempt to do both academic and non-academic activities expected of them so as to appeal teacher's reward (Ada, 2014). Boynton (2015) observed that when a student is rewarded once, teacher has successfully created standard, which

every student will want to attain for fame and recognition attached to such reward. Simply put, teacher has a total control and positive classroom management over his/her students whenever effective rewarding system is situated in the class. Thus, classroom management entails creating and keeping rules based on reciprocal understanding limits that must not be breeched. However, what commons in the present time is student breeching the limits turning violent in classroom, and exhibiting extreme unruly behaviour (Marzono, 2013).

Perhaps the statement above explains why Boynton and Boynton (2015) lamented that ineffective classroom management skills can waste instructional time, reduce time-on-task, and interrupt learning environments. In addition to interrupting the classroom environment, if proper classroom management is not exercised, disruptive behaviour by a few students can have a negative effect on teachers' instruction, which can prompt other students thereby making students to question the authority of their teacher (Braden & Smith, 2016). Of course, classroom management ought to be done in such a way that instructional messages meant for students are not missed out in order to curtail their poor academic performance in the face of behavioural deficiencies being displayed in the class.

Conversely, in schools today, teachers are concerned about disciplining students in a way that will constrain them from the learning environment, because when students are barracked from the classroom environment, they are losing instructional time, which may result in unmanageable learning gaps (Etheridge, 2013). For Killiam (2014), disciplinary issues consistently rank as one of the largest concerns in secondary schools may be attributed to the fact that discipline is handled in different ways today. Stressing that in the past, students may have been paddled for offenses; whereas today, this type of discipline is uncommonly used in public schools. Hence display of different unruly behaviours and uncontrollable plays within the class and school premises.

This shows that classrooms that are poorly managed are usually characterized by disruptive behaviours such as sleeping, late coming, noise

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making, miscopying of notes, eating, calling of nicknames, verbal or physical threat to fellow students or the teacher (Ekere, 2016). Obviously, such disruptive behaviours disorganized learning processes and hamper academic performance of students. Effiong (2010) was of the view that teachers can only deal with such disruptive behaviours in the classroom through effective classroom management so as to instigate effective learning process with its spiral effect including increased academic performance on the part of students.

Evidently, poor classroom management strategy may impact academic performance of students negatively. It is therefore important that issues surrounding classroom management are well handled in order to improve students' academic performance. Though students' academic performance these days have been giving stakeholders serious concern as secondary school graduates cannot defend their certificates and they do not possess skills to show for their secondary education. Earlier studies have given attention to several other factors and variables such as school facilities, school location, teachers' qualification and experience as causes of poor academic performance of secondary school students with little or no study on the relationship between classroom management strategy and students' academic performance. It is against this backdrop that this study examines the relationship between classroom management strategy and students' academic performance in public secondary schools in Jalingo local government area of Taraba State.

Literature Review

There is no doubt that classroom is an essential ingredient in the school system. Classroom is a room set aside and specifically designed and furnished for the purpose of teaching and learning (Agabi, Onyake & Wali, 2013). In fact, a classroom is one of the facilities a school must have. In support of this, Agabi maintained that a school is not complete without at least one block of classroom to facilitate organized teaching and learning. This suggests that classroom is very important because it facilitates teaching and learning; and shows that a conducive classroom environment

increases the desire for knowledge and heightens creativity in learners (Agabi et al., 2013). Classroom management refers to the sum total of plan of actions taken by the teacher in the classroom to bring about conducive environment that supports teaching and learning leading to successful academic outcomes for the students. McCreary (2013) construed classroom management as the processes and strategies used by educators to maintain a classroom environment that is conducive to students learning and success. Similarly, Dollad and Christensen (2016) viewed classroom management as the action a teacher takes to bring about an environment that support and make easy instructions, academic, social and emotional learning. This shows that teachers in the classroom are the managers of the classroom activities. He/she is concerned with maintaining order, regulating the sequence of events and directing his/her own attention towards achieving educational goals.

The above assertion shows that classroom management plays a very important role in the teaching and learning process. Perhaps this explains why Marzono (2013) argued that classroom that is well managed will provide an environment in which teaching and learning can flourish. In other words, the success or otherwise of any educational system depends largely on the effectiveness of classroom management. Little wonder, Martin and Sass (2012) bi-furcated classroom management techniques into two major components, behavioral management and instructional management. For Umoren (2015), the concept of classroom management is broader than the notion of students control and discipline, it includes all the things teachers must do in the classroom to foster cooperation in classroom activities and to boost students' academic performance.

In support of this, Morse (2012) affirmed that classroom management involves curtailing students' disruptive behaviours such as fighting and noise making, close observation, arrangement of classroom learning materials, and response to students who suffer from poor sight (vision), poor hearing (aural), poor reading, poor writing, poor spelling, shame, dullness, hyperactivity and poor study habits. Needless to say classroom management deals with every element of the classroom from lesson

delivery to classroom environment in totality. For Nicholas (2017), classroom management includes creating organized and orderly classroom, establishing expectations, including students' cooperation in learning tasks and dealing with the procedural demands of the classroom. That is, classroom management is not just limited to classroom control and discipline, but includes increased engagement, reduction in inappropriate and disruptive behaviours, promotion of students' responsibility for academic work and improved academic performance of students (Bassey, 2012).

Discipline is a mechanism or training process aimed at correcting, molding mental faculties or moral character of people. In one hand, it is a control gained by enforcing obedience or order; on the other hand, it is an activity of subjecting someone to a code of behaviour in a wide spread orderly atmosphere (Galabawa, 2011). Simply put, discipline involves the preparation of an individual to be a complete and efficient member of a community and a disciplined member that knows his or her rights and obligation to the community. In this sense, an individual is trained to have self-control, respect, obedience and good manners that conform to acceptable standards of community.

In the classroom situation, discipline is ensured through disciplinary measure situated in the class to maintain good discipline, and conformity to rules and order in the class. That is, discipline is used to control, correct or bring into desired line, the individual or group of individuals behaviour. Little wonder, Okumbe (2011) observed that discipline in the classroom is meant to regulate students who violate the class rules and regulation and that is administered to bring about the desired change in behaviour. Simply put, discipline teaches to discourage misbehavior of students and promote the zeal to demonstrate the acceptable behaviour in the class. Perhaps, this serves as basis of the belief that from the age of fourteen years onward, there is a growing opposition to any use of physical force in disciplining the individual. This argument brings us to the negative form of discipline which according to Okumber (2011) occurs when an individual is forced to obey orders blindly or without reasoning. For this author, the individual

may pretend to do the right thing or behave well when the superiors are present but turned the other way round when his/her superiors are absent. That is a situation where a student may behave well when the teacher is present but resort to mischief as soon as the teacher is out of sight.

However, the positive discipline also referred to as self-discipline is significantly correlated with high academic performance. In other words, every element of discipline that ensures self-discipline is an essential ingredient in goal attainment, academic performance inclusive. In their view, Eilam and Aharon (2013) stressed that classroom discipline could be viewed as a way of monitoring and regulating self as regards the performance of multiple tasks within a certain time of period and, therefore, for a better academic performance. Better academic performance can only be sustained when effective classroom discipline is instigated by teacher. For Kelly (2014), relative sense of self-discipline in terms of efficient use of time on the part of students and classroom teacher is directly associated with increased academic performance.

However, some disciplinary actions are counter-productive for students' academic performance. Little wonder, Canter (2016) observed that discipline is one of the most common problems for teachers, however corporal punishment should not be used because no evidence suggests that they have produced better result academically, morally or that it improves classroom discipline. Corporal punishment may instill fear in the mind of the student or it may lead to physical injury if not well administered by the teacher. Both situations may lead to absconding or absence from school and consequently reducing the academic performance of the student. Hence, it is important that teachers always realize the appropriateness of a punishment before melting it out on the student.

Again, there are several ways of motivating and reinforcing students' activities in the classroom. When a teacher observes that a student or a group of students have carried out action that need to be repeated, then teacher results to class rewarding system. In this sense, the concern student(s) is motivated to sustain such activity and even induce class

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members to be participants of good behaviours. According to Okumber (2011), students on reward system enjoy certain advantages than other class members thereby gingering or creating a health rivalry among class members. Teachers may use some effective rewards such as grade, special responsibility, privilege, attention and encourage. Thus everyone enjoys receiving rewards and whoever is conferred upon is seen as seemingly most potential. In this system, it is the prerogative of teacher to determine what should be as reward, for example using grade for a class members that most of students are seeking high grade could be considered as a reward. In such situation if the teachers rely solely on grade for exerting its potency, it creates competitive environment for students thereby improving on their academic performance (Mesrabadi, Badri, & Vahedi, 2013).

By implication, reward system is one of the influential powers of the teacher towards boosting students' participation and engagement in the classroom activities. In one sense, it shows students' heart in their academic pursuit through readiness and performance reflection in totality, on the other hand it is an observational approach to emotional interaction between teacher and students, where students meet appropriately their own needs and the teacher can accomplish educational objectives. Thus, it is obvious that this approach is meant to educate students about the value of internal motivation. This is supported by Bassey (2012) that classroom reward is intended to prompt and develop within students a desire to become responsible and self-disciplined and to put forth effort to learn thereby improving their performance academically. Of most important characteristics of reward system is the fact that is totally non-coercive (but not permissive) and takes a friendly approach to students' behavioural reformation.

Statement of the Problem
Issues surrounding students' academic performance have become a source of concern to general public as results in the public domain showed that students have not been performing excellently in standardized

examinations (NECO, WAEC and NBTE). The poor or low level academic performance, high failure rate in examinations such as West African Senior School Certificate Examination (WASSCE), National Examination Council (NECO) etc. and low quality students that are turned out had called for very serious concern in the society. What could be responsible for this ugly trend, even when there are well trained and qualified teachers to teach effectively?

A closer look at the classroom activities revealed high level of uncontrollable and unruly students' behaviours, antagonistic and demanding students, which could mar managerial efforts of teachers. Of course, several studies have shown important of school location, classroom size, school facilities as well as environmental factors to academic performance of students. However, there is little or no documentation on significant role of teachers' classroom management strategies and students' academic performance in secondary schools. Therefore, this study examines the relationships between teachers' classroom management strategy and academic performance of secondary school students in Jalingo local government area of Taraba State.

Objectives of the Study

The central focus of this study is to examine the relationship between teachers' classroom management strategy and academic performance of secondary school students in Jalingo local government area, Taraba State. Specifically, the study will ascertain:

1. The relationship between classroom discipline and academic performance of secondary school students in Jalingo local government area.
2. The relationship between classroom reward system and academic performance of secondary school students in Jalingo local government area.

Research Questions

The following research questions are formulated to guide the study:

1. What is the relationship between classroom discipline and academic performance of secondary school students in Jalingo local government area?
2. What is the relationship between classroom reward system and academic performance of secondary school students in Jalingo local government area?

Research Hypotheses

The following hypotheses will be tested at 0.05 level of significance;-

i.   There is no significant relationship between classroom discipline and academic performance of secondary school students in Jalingo local government area.

ii.   There is no significant relationship between classroom reward system and academic performance of secondary school students in Jalingo local government area.

Methodology:

This is a quantitative study that focused on selected public secondary schools in Jalingo local government area of Taraba State. Descriptive survey research design was employed and the target population stood at four thousand two hundred and eight-seven (4,287) SSII students in Jalingo local government area. Simple random sampling was used to select twenty (20) public secondary schools. Also, in response to good representativeness of the research participants, simple random sampling was used in selecting twenty (20) participants (that is, teachers and students) from each of the twenty (20) schools in the study area. On the whole, the sample size stood at one hundred (400). The respondents were requested to respond to questionnaire titled "Classroom Management Strategy in relation to Students' Academic Performance Questionnaire (CMSAPQ)". The 25-item self-developed questionnaire was validated by two (2) experts in terms of contents, format employed and its general suitability to the respondents as well as their appropriateness to the purpose of the research and the reliability co-efficient yielded 0.76. The

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data collected were subjected to descriptive statistics for proper analysis such as arithmetic mean, percentage table, and standard deviation for answering research questions and Parson Product Moment Analysis (PPMC) for testing research hypotheses.

Results:

Answering of Research Questions

Research Question 1: What is the relationship between classroom discipline and academic performance of secondary school students in Jalingo local government area?

Table 1: Mean ratings of respondents with regard to relationship between classroom discipline and academic performance of secondary school students in Jalingo local government area of Taraba State.

S/N	Items on Classroom Discipline and Academic Performance of Students	Valid N= 400	Mean	SD	Remark
1.	Discipline is a mechanism to maintain classroom situation to enhance students' learning.	400	2.70	1.03	Accepted
2.	Discipline is used to regulate class rules and regulation with intention of improving students' performance.	400	2.81	0.88	Accepted
3.	Self-discipline is associated with high academic performance among students.	400	3.08	0.90	Accepted
4.	Classroom discipline is a means of monitoring students as regards the students' academic performance.	400	2.91	0.91	Accepted
5.	Teachers' disciplinary measure is directly associated	400	2.86	1.18	Accepted

with increased in students' academic performance.				
Cluster Mean and Standard Deviation		**2.87**	**0.98**	**Accepted**

Source: Field Study, 2022.

Table 1 above indicates the opinions of respondents on the relationship between classroom discipline and academic performance of secondary school students. Based on the table, the mean scores of the respondents- 2.70, 2.81, 3.08, 2.91, and 2.86 with their corresponding standard deviation for items 1 to 5 respectively including the grand mean of **2.87** seem to be within the criterion mean of 2.50 – 3.49 for acceptance level.

The results from the table indicated that all respondents affirmed that items 1-5 are related to academic performance of secondary school students. The results revealed that discipline is a mechanism to maintain classroom situation to enhance students' learning, discipline is used to regulate class rules and regulation thereby improving students' academic performance, self-discipline is associated with high academic performance, classroom discipline is a means of monitoring students as regards their academic performance, as well as teachers' disciplinary measure is directly associated with increased in students' academic performance with mean scores of 2.70, 2.81, 3.08, 2.91, and 2.86 respectively are relevant to academic performance of secondary school students in Jalingo local government area of Taraba State.

Research Question 2: What is the relationship between classroom reward system and academic performance of secondary school students in Jalingo local government area?

Table 2: Mean ratings of respondents with regard to relationship between classroom reward system and academic performance of secondary school students in Jalingo local government area of Taraba State.

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S/N	Items on Classroom Reward System and Academic Performance of Students	Valid N= 400	Mean	SD	Remark
6.	Class reward system is used to ensure students' positive behaviours.	400	2.65	1.01	Accepted
7.	Class reward system promotes healthy rivalry among students.	400	2.80	0.89	Accepted
8.	Students on reward system tend to perform better academically than others.	400	3.02	0.94	Accepted
9.	Class reward creates competitive environment for students thereby improving on their academic performance.	400	2.94	0.93	Accepted
10.	Class reward educates class members about value of internal motivation towards their studies.	400	2.70	1.29	Accepted
	Cluster Mean and Standard Deviation		**2.82**	**10.1**	**Accepted**

Source: Field Study, 2022.

Table 2 above reveals the opinions of respondents on the relationship between classroom reward system and academic achievement of secondary school students. Based on the table, the mean scores of the respondents- 2.65, 2.80, 3.02, 2.94, and 2.70 with their corresponding standard deviation for items 6 to 10 respectively including the grand mean of **2.82** seem to be within the criterion mean of 2.50 – 3.49 for acceptance level.

The results from the table indicated that all respondents affirmed that items 6-10 are related to academic performance of secondary school

students. The results revealed that class reward system is used to bring about students' positive behaviours, class reward system promotes healthy rivalry among students, students on reward system tend to perform better academically than others, class reward system creates competitive environment for students thereby improving on their academic performance as well as class reward educates class members about value of internal motivation towards their studies with mean scores of 2.65, 2.80, 3.02, 2.94, and 2.70 respectively are relevant to academic performance of secondary school students in Jalingo local government area of Taraba State.

Testing of Hypotheses
Research Hypothesis One (H_{01})
There is no significant relationship between classroom discipline and academic performance of secondary school students in Jalingo local government area.

Table 3: An "r" statistical table showing the relationship between Classroom Discipline and Academic Performance of Secondary School Students

Variables	N	Mean	SD	Df	r-cal	Sig. Value(p)	Decision
Classroom Discipline	400	103.9	10.8				
				396	0.321*	0.05	**Reject H_0**
Academic Performance	400	31.6	5.24				

Source: Field Study, 2022.

From table 3 above, it is noteworthy to inform that a positive and direct relationship was observed between classroom discipline and academic performance of secondary school students. This was evidenced with a yield of the calculated "r" (r- cal. = 0.321) at 396 degrees of freedom given that the obtained level of significance (p-value) is 0.05 *(statistical benchmark).*

By implication, the null hypothesis that says there is no significant relationship between classroom discipline and academic performance of secondary school students is therefore rejected. Hence, there is significant relationship between classroom discipline and academic performance of secondary school students in Jalingo local government area of Taraba State.

Research Hypothesis Two (H$_{02}$)

There is no significant relationship between classroom reward system and academic performance of secondary school students in Jalingo local government area.

Table 4: An "r" statistical table showing the relationship between Classroom Reward System and Academic Performance of Secondary School Students

Variables	N	Mean	SD	Df	r-cal	Sig. Value(p)	Decision
Classroom Reward System	400	112.4	11.9				
				382	0.340*	0.05	**Reject H$_0$**
Academic Performance	400	36.0	4.91				

Source: Field Study, 2022.

From table 4, it is obvious that a direct relationship exists between classroom reward system and academic performance of secondary school students. This was evidenced with a yield of the calculated "r" (r-cal. = 0.340) at 382 degrees of freedom given that the obtained level of significance (p-value) is 0.05 *(statistical benchmark).* By implication, the null hypothesis that says there is no significant relationship between classroom reward system and academic performance of secondary school students is hereby rejected. Thus, there is significant relationship between classroom reward system and academic performance of secondary school students in Jalingo local government area of Taraba

State.

Discussion of Findings

Hypothesis one states there is no significant relationship between classroom discipline and academic performance of secondary school students in Jalingo local government area.

Evidences from table 3 revealed a calculated "r" (r-cal. = 0.321) at 396 degrees of freedom given that the obtained level of significance is 0.05 *(statistical benchmark).* Hence, there is significant relationship between classroom discipline and academic performance of secondary school students in Jalingo local government area of Taraba State.

In agreement with the current empirical findings, studies by Okumbe (2011), Eilam and Aharon (2013), Kelly (2014) contended that classroom discipline is essential to better academic performance among students. Simply put, discipline is the classroom is meant to regulate students who violate the class rules and regulation and is administered to bring about the desired change in behaviour (Okumbe, 2011). Thus, change in behaviour is required for self-discipline, which is the pillar for higher academic performance. Eilam and Aharon (2013) averred that better academic performance can only be sustained when effective classroom discipline is instigated by teacher. For Kelly (2014), relative sense of self-discipline in terms of efficient use of time on the part of the students and classroom teacher is directly associated with increased academic performance. On the contrary, Canter (2016) observed that over-discipline may lead to absconding or absence from school and consequently reducing the academic performance of the student.

Hypothesis two states there is no significant relationship between classroom reward system and academic performance of secondary school students in Jalingo local government area.

Evidences from table 4 showed a calculated "r" (r-cal. = 0.340) at 382 degrees of freedom given that the obtained level of significance is 0.05 *(statistical benchmark).* Therefore, there is significant relationship between classroom reward system and academic performance of

secondary school students in Jalingo local government area of Taraba State.

In agreement with the current empirical findings, scholars like Okumber (2011), (Mesrabadi et al, 2013) and Bassey (2012) argued that classroom reward system is crucial for improving academic performance of students. For Okumber (2011), students on reward system enjoy certain advantages than other class members thereby gingering or creating a health rivalry among class members. Whereas Mesrabadi et al, (2013) maintained that classroom reward system creates competitive environment for students thereby improving on their academic performance. This explains why Bassey (2012) viewed classroom reward as being intended to prompt and develop within students a desire to become responsible and self-disciplined and to put forth effort to learn thereby improving their performances academically.

Conclusion

Based on the research findings, it could be inferred that as far as Jalingo local government area is concerned, to a very appreciable extent, there is significant relationship classroom management strategy and academic performance of secondary school students. In fact, elements and variables like classroom discipline and classroom reward system have positive and direct correlation with academic performance of secondary school students in the study area.

Recommendations

Based on the findings and conclusion in this study, it is appropriate to recommend that:

1. School administrators, teachers and entire secondary school staff should pay attention to issues related to classroom management strategy as it could facilitate attainment of objectives of secondary education in general and positively impact on academic performance of individual student in particular.

2. Again, classroom discipline should be passionately dealt with in terms of its appropriateness to offence committed and students' age. As a matter of fact, capital punishment should be discouraged among teachers of public secondary schools like private schools in the study area and most importantly in alignment with the best practice in the world. To this end, head teachers or school principals should be alive to their responsibility by ensuring that teachers under their watch do not discipline or punish students out of proportion.

3. Also, 21st century teachers should adopt reward system in their various classes so as to boost good behavior among students. In one hand, it serves as a motivation for who exhibit acceptable behaviours to continually maintain the temple. On the other hand, it creates healthy rivalry among students to win teacher's favour by being rewarded.

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