



CLASSROOM MANAGEMENT TECHNIQUES IN TEACHING AND LEARNING IN SECONDARY SCHOOLS

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ABSTRACT

Recognition of students' characteristics, needs and Management of undesirable behaviour is paramount in controlling students' behaviour towards teaching and learning process. Students' within the same class embody different characteristic,. Needs, attention, expectation and skills differ from one student to another. Therefore, Teachers should deal separately with forward-backward, easy-hard learning and able-disabled students. Classroom management is an important topic in teacher education, as it has a strong impact on students' engagement. A majority of disciplinary incidents that take place in the classroom originate from the insufficiency of teachers' classroom management skills. Poor classroom management skills influences teaching and learning negatively which leads to students poor academic performance in all examinations. The purpose of this study is to identify effective classroom management techniques for secondary schools teachers.it is imperative to state that teachers strive to keep the class environment free from any kind of disruption. The study recommends that school principals should constantly organize seminars and workshops for teachers to get them acquainted with the effective classroom management techniques. School administrators and teachers should be models of good behavior in the way they dress, the way they talk and things they do particularly in the classroom.

Keywords: *Effective, Classroom, Management, Techniques, Teaching and Learning, Secondary Schools*

INTRODUCTION

A teacher's most important activity in a typical class environment is the one related to classroom management. According to Kyriacou (2005) the classroom is the meeting point for both teachers and students where curricular activities are implemented. Educational objectives cannot be fully achieved without the use of classroom environment. The classroom is characterized by a network of interpersonal relationships directed at the attainment of educational goals. The classroom is that space bounded by the wall and roof which a teacher houses his pupils/students for the purpose of giving instruction to such pupils /students. In other words, it is a shelter for both teachers and learners so as to engage in educative activities. Classroom teaching is a complex task in a complex environment. The classroom is the immediate management environment for formal knowledge acquisition. It is made up of the teacher, the learners, learning equipment and the environment. Usually a secondary school teacher is in a modest-sized room with between 20 to 40 students.

Some important characteristics of a classroom are security, open communication, mutual liking, shared goals and connectedness. A good classroom environment facilitates desirable behaviour and attitude among students and thus enhancing their academic performance positively. Such an environment provides avenue for effective teacher/students and students/students interaction. Oyira, (2006) Good classroom environment must be well ventilated, fully supplied with chairs and desks, have adequate spatial arrangement, have sizeable chalkboard, good floors, beautiful walls and lightings (Kolawole, 2004). Learning and teaching cannot take place in a mismanaged classroom. Class in educational system is a subsystem of educational management and at the same time a formal organisation. Classroom management could be defined as the process of arranging the classroom environment and its physical structure under the laws in order to satisfy the expectations of the educational system, the curriculum, the school, the lesson, the teacher and of the students; constituting the rules, relation patterns and administration of class order; planning, presenting and evaluating educational activities; recognizing students' assets; providing student motivation; arranging classroom

communication pattern; attaining classroom discipline; and of effective and The human resources. The most striking dimension of classroom management is its direct effect on learning.

Classroom management as an umbrella term covering topics such as actions taken to create a productive, orderly learning environment 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 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. These practices include establishing expectations, monitoring student behavior, and anticipating and reacting to student needs (Pas, Cash, O'Brennan, Debnam, & Bradshaw, 2015).

Productive employment of time, human and material resources in order to prevent students' undesired behaviour. 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. A Furthermore, (Clunies-Ross et al., 2008). Classroom management is a significant predictor of students learning and academic performance. Understanding of concept 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.

CLASSROOM MANAGEMENT TECHNIQUES

Classroom management is a prerequisite for achieving instructional objectives and safeguarding the well-being of students for whom the teaching and learning activities are centered. Effective classroom management techniques have been associated with student achievement, productivity and accuracy in student work, decreases in off-task and disruptive behavior, higher levels of classroom engagement and attention, and more prosocial behavior and positive peer relationships among students (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008).

Classroom management strategy that has been shown to be effective is using effective commands; according to Kern,L. and Clemens,N.H. (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. Evidence-based classroom management practices can be organized into five "critical" areas:

- (a) maximizing structure and predictability (e.g., physical layout facilitates engagement, defining and teaching classroom routines),
- (b) establishing and teaching expectations (e.g., positively stated expectations; teaching/posting behavior expectations),
- (c) engaging students in observable ways (e.g., opportunities to respond, direct instruction),
- (d) using a continuum of strategies to recognize appropriate behaviors (e.g., behavior-specific praise), and
- (e) using a continuum of strategies to respond to inappropriate behaviors (e.g., brief corrections for inappropriate behavior differential reinforcement; Epstein, Atkins, Cullinan, Kutash, & Weaver, 2008; Office of Special Education Programs). Effective implementation of these practices promotes student engagement and academic outcomes and decreases disruptive behavior (Epstein et al.,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) 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 (Kayıkçı, K. (2009).

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. In most of these schools, a teacher student's ratio of 1:80 is evidenced. The national policy on education revised (2004) recommended a teacher-student's ratio of 1:40 for normal or regular school. Besides, research has revealed an increasing rate of behavior problems among secondary school students during lessons (Yaduma and Abdulhamid, 2007).

There are two prevalent approaches to instruction. In skills-based instruction, which is a more traditional approach to teaching, 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. We typically think of a best practice as a teaching strategy that promotes a deep student understanding. 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 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.

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/ Recommendations

Teachers who engage in effective classroom management practices utilize a range of techniques to increase appropriate behavior and decrease inappropriate behaviors which vary based on the complexity and severity of the behavior. Effective classroom management techniques included effective communication, constant engagement of students in activities, regular use of questions by teachers, use of behavior contract, teachers acting as models of good behaviour and monitoring amongst others. Classroom management and academic instruction are inherently linked. Effective instructional techniques facilitate classroom engagement and desirable student behavior; the need for reactive classroom management is reduced as instructional quality increases.

This study has highlighted the effective classroom management techniques. Therefore school administrators should ensure that they regularly organize seminars aimed at intermittent training of teachers on these classroom management techniques as a result of their importance in teaching and learning process. School administrators and teachers should ensure that they do not use corporal punishment as a classroom management technique. Teachers should be models of good behavior in the way they dress, the way they talk and things they do particularly in the classroom. In addition to that, teachers’ ability regarding “Recognition of student characteristics and needs”, “Setting up class rules and application”, “Management of undesirable behaviour” and “Arrangement of classroom

environment and physical structure” are effective in preventing students’ disciplinary behaviour “Towards violation of disciplinary rules”. Desks, tables, distance between teacher and student in the classroom constitute a ground for psychological obstacles. These as well change communication and interaction (Barker, 1982). In general, when rules are established without getting students’ opinion and when students do not see the good account of these rules,

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