CLASSROOM MANAGEMENT STRATEGIES AND STUDENTS ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN OBIO/AKPOR LOCAL GOVERNMENT RIVERS STATE

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Abstract
Classroom management is the total of plan of actions taken by the teacher in the classroom to bring about a conducive classroom environment that supports teacher and learning leading to success and academic achievements. Effective classroom management is one of the strategies towards maximizing students academic achievement. This paper has examined the two major components of classroom management strategies: behavioral and instructional management, some factors to consider in achieving effective classroom management and academic performance which includes discipline effective teaching etc and the classroom management styles/approach.
Keywords: Classroom Management, Academic Performance, Disciplines, Effective Teaching Classroom Management.

Introduction
Classroom management optimization is one strategy towards maximizing students’ academic achievements. To parents and society at large, the school is being held responsible for every aspect of students’ academic performance, so classroom management plays a very significant role in student’s academic performance. Effective classroom management puts the teacher in firm control of the classroom and provide orderliness and safety needed for instruction and learning. Success failure of any teaching and learning process depends on the way classroom are managed despite this, classroom management is still one of the neglected area in our public secondary schools. Failure to effectively manage the classroom can have on overall negative influence on the entire school, especially in terms of sound academic performance of the school. The negative consequences of this include, deletion of the students population of the school because parents/guardians prefer to enroll their and wards in schools that are performing well academically and the teachers ability/certificate are also being questioned. Discipline is one the key variable of classroom management. Discipline is a function of the interaction between teacher and student that brings about self-control and respect for authority (Ada 2017) it entails creating and keeping rules based on reciprocal understanding limit that must not be breeched. The commonest in the present time are students breaching the limits, turning violent in classroom, and exhibiting extreme unruly behavior. The result is always a class full of arrogance and unruly students resulting in a noisy and chaotic classroom that does not support effective teaching and learning Martin and Sass (2010) observed that over the years, classroom management has been an issue for teachers. They continued that students’ performance has been affected in the school where discipline and behavioural issue are not properly handled, Mertzon (2007) also express similar worry when he said that the importance of student feeling sate at school is linked to students’ learning. He said without this feeling of safety, students will develop anxiety and become uneasy in the classroom safety and orderly environment protects
students from physical and psychological harm and maintained order so that learning can take place. Another worrisome issue in the public secondary schools is that of teacher’s quality, non-professional teachers’ are been recruited into the system. A professional teacher is one that has pass through teacher’s registration council of Nigeria (TRCN) professional qualifying examining. A qualified and professional teacher is more likely to change the life of the students by planting the seed of aspiring noble goals and dreams in the heart of students and be a role model and show the way to greatness to students. A qualified and professional teacher is more likely to resolve and prevent conflict in the classroom this, bring about a better classroom environment conducive for teaching and learning, learning to better academic performance. Poor classroom management is one of the factors that influences academic performance of student negatively, it is therefore important that teachers learn to effectively manage their classroom for a greater output. The academic performance of students these days have given many people serious concern our secondary school graduates cannot defends their certificates. This could be as result of indiscipline exhibited by students in classroom such as lateness to classroom, noise making and so on. Hence the need for classroom management that encompasses teacher’s effort to oversees the activities of the classroom including student’s behaviour, interaction and learning.

Conceptual framework/clarification
A classroom is a space provided in a school where students gather and the teacher meets them for teaching and learning purpose. A classroom is a room set aside that specifically designed and furnished for the purpose of teaching and learning (Akunwunij & Agabi 2008). A classroom is one of the facilities a school must have. Agabi Onyake and Wali and a school is not complete without at least one block of classroom to facilitate organized teaching and learning. A classroom is very important because it facilities teaching and learning. A conclusive classroom environment increases desire for knowledge and heightens from creativity in learners (Agabi et al 2013). The classroom protects learners from the erratic weather condition such as rain, wind and extreme weather conditions (Agabi et al 2013). The classroom with the aid of its facilities such the writing board, classroom seats and instructional materials, enhances teaching and learning.

Classroom Management
Classroom management refers to the sum total of plan of actions taken by the teacher in the classroom to bring about a conducive classroom environment that supports teaching and learning leading to success and achievement. Mercenary (2010) in Agabi. Onyeike and Wali (2013) defined classroom management as the process and strategies an educator uses to maintain a classroom environment that is conducive to students learning and success similarly, Dollad and Christensen (1996) defined classroom management as the action a teacher take to bring about an environment that supports and make easy instructions academic and emotional learning. Classroom management refers to the wide Varity of skills and techniques that teacher use to keep students organized, orderly, focused, attentive on task and academically productive during a class. When classroom management strategies are executed effectively, teachers minimize the behaviours that impede learning for both individual students and groups of students, while maximizing the behaviours that facilitates or enhance learning.
Teachers in the classroom are the manager of the classroom activities. He is concerned with maintaining order/regulating the sequence of events and directing his own attention towards achieving educational goals. Marzono (2003) said a classroom that is well-managed will provides an environment in which teaching and learning can flourish. Classroom management techniques r.ive being divided into two major components behavioural management and instructional management (Mortin & Sass 2010). According to Mong and Mong (2005) classroom management refers to anything that would ensure students learning in the classroom.

**Academic Performance**

Academic performance according to the Cambridge University Reports (2003) is frequently defined in terms of examination performance. Academic achievement refers to what the students has learned is usually measured through assessment like standardized text, performance assessments and portfolio assessments (Santrock, 2006). Academic performance is the extent to which a student, teacher or institution have achieved their short or long term educational goals. It is commonly measured through examination or continuous assessment. Number of credit obtained at a sitting in WAEC or NECO examination represents academic performance of a candidate/student who has finished senior secondary school. Academic performance represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college and University. Richard Steinberg et al (2017). Academic performance means the knowledge and skills that student have mastered in a subject or a course. It’s basically a measure of how well students have performed in the various assessment items set for them based on some educational criteria determined by professionals and educators. Through students’ performance in the assessment items such as essays, tests, and examinations. Students performance are determined in ranking as to the educational standards that they have reached pass, credit, distinction, high distinction and so on. Yunlok Lee (2010). Shouza Malik (2020) refers academic performance as the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance graduation rates and result from standardized tests. Academic performance means the knowledge and skills that student have mastered in a subject or a course. It’s basically a measure of how well students have performed in the various assessment items set for them based on some educational criteria determined by professionals and educators. Through students’ performance in the assessment items such as essays, tests, and examinations. Students performance are determined in ranking as to the educational standards that they have reached pass, credit, distinction, high distinction and so on. Yunlok Lee (2010). Shouza Malik (2020) refers academic performance as the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance graduation rates and result from standardized tests.

**Classroom Management Strategies/Techniques**

Classroom management strategies have been divided into two major components, behavioural management and instructional management Martins & Sass (2010). It is important to distinguish between instructional management and behavioural management. According to Martin & Sass (2010) behavioural management refers to general daily maintenance of the classroom which
includes: classroom rules for students impute during instructional times and the type of reward system utilized. Behavioural management (non interventionist, interventionist and interactionist) is related to the expectations a teacher holds for their students Zimmerman (2011) wrote, it’s not enough to expect students to keep their hands to themselves or to raise their hand to speak, students also need to understand how the teacher expect them to walk around the classroom, handle all the writing materials. They need to know how to get your attention appropriately and what voice levels to use at what times Slater (2002) mentions live areas an educator should make their focal point as they desire to maintain people management ‘communication, fairness, listen and change. Managing behaviour of students in the classroom is significant for the teacher because it can affect instruction, learning and performance. Walker (2009) asserts that the best teachers don’t simply teach content, they teach people and Marzono; Pickering and Pallack (2001) said to effectively teach the students, teachers need to employ effective behavioural management strategies, implement effective instructional strategies and develop strong curriculum. When students with behaviour issues are not properly handled, they can negatively influence the learning environment by persuading others to join them. Making of rules, consequences and rewards go long way to assist with the behavioural management of your classroom. Rewarding your students with an award, a note or a certificate for outstanding work or behaviour also help in behavioural management of the students.

Instructional Management
Instructional management include aspects such as monitoring each work, structuring of the daily routine as well as teachers use of lecture and student practice, interaction, participatory, approaches to instruction (Martin & Sass, 2010) instructional management is when the educator maintain control within their classroom with the rigor of the lesson within the classroom where the students are engaged and on task because students are very impressionable and require teachers who have the knowledge of how to create best outcome for everyone in the learning environment. Tosti and Harmon (1972) defined instructional management as those events and procedures involved in the decision to initiate a specific activity for an individual student. The instructional management is process of monitoring the progress of the pupils and make decisions on the pace of instruction, the grouping of the children, the sequence of the lesson and the individualization of instruction (Geddes and Kooi, 1969).
The instructional management system helps the teacher by providing information almost daily about each child’s achievement and by suggestion specific activities to help the student when he or she does not learn what is presented in any particular lesson. Instructional management is the process of empowering all educational resources to achieve learning objectives. It is the implementation of management functions on learning component namely, students, teachers, goals, materials, tools and evaluation (Rahayo, 2015). Classroom management and learning appears to be linked up and so if the teacher is striving to develop students who can perform academically through their school experience, then classroom management techniques need to be studied to determine which methods is more effective for student’s academic performance. As far as classroom management is concern, to effectively engage both behavioural and
instructional management in achieving academic performance in the public senior secondary school the following factors should be considered.

**Discipline and Academic Performance of the Students**

Webster’s new encyclopedic dictionary defines discipline among others as a training that corrects, mold or perfects the mental faculties or moral character. It is a control gained by enforcing obedience or order. According to Galabawa (2001) discipline is an activity of subjecting someone to a code of behaviour, that there is wide spread agreement that an orderly atmosphere is necessary in school for effective teaching and learning to take place. Discipline includes the preparation of an individual to be a complete and efficient member of the society; a discipline member of a community/society is one that knows his/her rights and obligation to the community. That is, the person must be trained to have self-control, respect, obedience and good manners. Disciplines and academic performances are the core of our today’s education. Some scholars have attributed poor performance of students in academic to high level of indiscipline among students while others disagreed. Nevertheless it becomes imperative in recent times that many schools have traded away discipline and as a result led to poor academic performance of students. Okumbe (1998) identify two types of disciplines, positive and negative discipline. The positive discipline also known as self-discipline comes from the aim and desires that are within the person. Okumbe (1998) connects positive discipline with preventive discipline, providing gratification in order to remain committed to a set of values and control individual responsibility in the management of time, respect for school properties, school rules, and authority and good relationship between students and teachers. Scholars in recent times have written more on indiscipline among pupils and its effect on learning outcome and their progress in schools. If school is effectively disciplined, the academic performance on the part of student and teacher will be highly rated (Nicholas, 2004). However, apart from the fact that effective discipline helps in the achievement of goals, expectation and responsibility in students, Discipline creates a good image of the school and prepares learners for the future Dunham (1984). Researchers appreciate that discipline is an important component of human behaviour and assert that without it an organization cannot function well towards the achievement of its goals. (Ouma, Simatwa and Serem, 2013) in the context of a school system, a disciplined student is that student whose behaviours, actions and inactions conform to the school. (Ali, Dada, Isaka and Salmon, 2014).

Punishment in schools are considered as a disciplinary measure and therefore used as a means to maintain good discipline, referring to conformity and order in schools. Punishment as a social institution is intended to control, correct or bring into desired line, the individual or group of individuals behaviour. In line with this opinion, Okumbe (1998) said punishment in school is meant to instill discipline and is meted on the students who violate the school rules and regulations and that it is administered to bring about the desired change in behaviour and improve school discipline if commensurate with the offence committed. Viewing from the angel of accountability Cotton (2006) opined that punishment in the school system is expected to teach students accountability for their mistakes, that is to teach them the relationship between their behaviours and the outcome. However Omari (2006) argued that punishment does not teach the correct behaviour that it destroys even the opportunity to demonstrate the acceptable
behaviour. He asserts that from the age of eighteen years onwards 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 (1998). Occurs when any individual is force to obey orders blindly or without reasoning. In which he continued, 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 supervisors are absent. He illustrated his argument with a situation where a student may behave well when the teacher is present but resort to mischief as soon as the teacher is out sight. Positive discipline boost academic achievement. Self discipline which is an essential ingredient in goal attainment and academic outcome inclusive. Eilam and Aharon (2003) stressed that time management can be viewed as a way of monitoring and regulating self as regards the performance of multiple taste within a certain time period and therefore, for a better academic outcome, the students’ self-attitude and participation is required as a principle of time management practice. Success can only be achieved when student discipline themselves and show a good management of time. Kelly (2004) expresses similar view and argued that efficient use of time on the part of the students and school administrators directly associated with increased academic performance. It is important that teachers need always realize the appropriateness of a punishment before meting out on the student. It is important to ensure that the best behaviour and conditions are established, inculcated and maintained for effective learning to take place in our secondary schools. This could be achieved through the teacher’s effective classroom management and advanced planning by the school administrators and the teacher. Effective teaching and learning is correlated with higher academic outcome and this is better achieved in a disciplined school environment in which the student and teachers know that they are on the same side working together to achieve higher academic outcome.

Effective Teaching and Academic Performance of the Students

Teaching is an art and the quality of teaching depends on the love, dedication, devotion, training and the experience of the teacher towards subject of knowledge. It is he who plans, organizes, designs, directs, motivates and inspires others to learn using standard teaching techniques to impart knowledge Okolocha & Onyeneke, (2003). Effective teaching can be defined in many ways including teacher behaviour (Warranty, Civility, Clarity) teacher knowledge (of subject matter, of students) and teacher beliefs. Effective teaching is the ability to improve student achievement as shown by researcher. Teaching involves human resource development for individual and economic growth, done systematically by professionals who have acquired some skills and knowledge through training and of experience. In Akinmusire (2012) opinion that teaching involves making desirable impact, teaching must aim at total development of the individual, that is to enhance intellectual capabilities, developmental and cognitive intellectuality, foster psycho-social skills and draw out neuro-physical talent of the learners. These facts show that teaching is very important hence schools should give high priority to developing effective teaching and solving teaching challenges. According to Okolie (2014), effective teaching include high level of creativity analyzing, synthesizing and presenting knowledge in new and effective ways. He continued that, it should instill in the learners the ability to be analytical intellectually curious, culturally aware, employable and capable of leadership. Omoifo and Ureubu (2007) expressed similar opinion that effective teaching implies the use of clearly formulated objectives by the teacher, illustrated instruction that will enable students to acquire desired knowledge content,
apply the knowledge to classroom and other related problem, think and take independent decisions and the use of evaluation technique by the teacher. Akomolefe (2010) established some of the characteristics of effective teaching they include; Attention on students achievement, quality teaching responsive to students learning process, effective and efficient learning opportunities, pedagogical practices that create cohesive learning community, feedback on students task engagement amongst others. Teaching will be said to be effective when it has impact on the character of the learner, leading to transformation of the learner. Adegbile (2008) said that the object of effective teaching includes assisting learners to conceptualize ideas, process thought and develop their potentials, contribute to thinking and creativity in the subject, nurture and sustain student suit the circumstances of teaching and learning and the individual teachers’ ability and interest. lie also describe an effective teacher as efficient, reliable and courteously equipped with professionalism, creative in imagination, bursting ingenuity and depth of experience necessary for optimal performance and achievement of goal. An effective teacher should be able to utilize appropriate technique to gain and maintain the attention of student. He should show requisite pedagogical insight and professional qualities and use same to direct the teaching and learning process to the point of achieving stated educational objective. It is not possible to guarantee a meaningful academic outcome without effective teachers to translate the laudable academic curriculum into practice in the classroom. Teachers obviously are the hub of the educational system. According to Okolocha, and Onyeneke (2013) teachers are the most important factor in students learning next to students themselves. Therefore, effective teachers should produce students of higher academic performance.

Class Management and Student Academic Performance
Classroom management is the action and direction a teacher takes to create a successful learning environment having a positive impact on students’ performance, given learning and goals. A well-managed classroom give the teacher a firm control over the class whereas the teacher loses control over the class if it is not well manage. Robert Digulio sees positive classroom management as the result of four factors. How teachers regard their students, how the set up the classroom environment, how skillful they teach the content and how well they address students behaviour. Positive (well-managed) classroom environment is consistent with expectation (better performance). It then implies that classroom management involves two aspects instructional and behavioural management. Student’s behaviour, if not well managed, it can affect instructions, learning and performance Walker (2009) noted that the best teachers don’t simply teach content, they teach people. A well-managed classroom that enhances effective teaching and learning shore-up student’s academic performance classroom management has been highlighted across numerous research studies as a major variable that affects student’s academic performance (Marzono, 2008). The most obvious reason for this assertion is that, effective classroom management sets the stage for teaching and learning. It sets a tone in the classroom that captures students’ attention-as a necessity for effective teaching and learning (Morzono, 2008). This statement is obvious since a classroom which is chaotic and disorganized as a result of poor classroom management is highly unlikely to enhance expansive learning and students’ academic performance and might. According to Umoren (2010) the concept of classroom management is broader than the notion of student control and discipline, it includes all the things teacher must do in the classroom to foster students’ academic involvement and corporation in
classroom activities to create conducive learning environment. Morse (2012) relates that classroom management involves curtailing learners 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 reading, poor writing, poor spelling, shame, dullness, hyperactivity and poor study habits. Academic performance is a concept used to qualify the observable manifestation of knowledge, skill, understanding and ideas. It is the application of a learned product that at the end of the process provided mastery of the subject. It is the ability and achievement level of a learner in a school, subject or a particular skill. According to Fadipe (2000) academic performance takes into cognizance both quality and quantity of internal and external results accomplished. Academic performance also indicates how relevant and competent the graduates are in meeting the societal needs and aspiration. The academic acquisition of a particular grade in examination indicates candidate’s ability and mastery of the content and skill in applying learned knowledge to a particular situation. A student’s success is generally judged on examination performance, that is, success is a crucial indicator that a student has benefited from a curse of study. To this end, the success of any educational system depends largely on the effectiveness of classroom management.

Classroom Styles/Approach
The Approach to Classroom Management
Churchward (2009) suggested three approaches to classroom management, noninterventionist, interventionist and interactionist.

Non interventionist Approach to Classroom Management
According to Churchyard (2009) Non-interventionist, if a proactive approach that is, being prepared and being in control non-interventionist classroom management is geared towards planning ahead to stop any behavioural issue before they occur in the classroom. It is a move constructive strategy and could lead to positive behaviour and the development of self-discipline, thus the learners’ moral behaviour. (Erasmus, 2009). The non-interventionist may post rules, discuss the correct way to act in the classroom and praise good behaviour. Some of the pioneer proponents of the non interventionist (proactive theory are; Rogers, Kouin and Wong).

Harwong and his wife, Rosemary Wong listed four characteristics of a well managed classroom;
(1) Students are involved with their work, particularly with academic.
(2) Students always know what is expected of them and they tend to be successful.
(3) There is a very little time off task such as wasted, disruption etc.
(4) The classroom environment is work oriented along with being pleasant and relaxed.
Non-interventionist shares a more humanistic approach. They believe students’ behaviour is a direct reflection of internal processes that need to be expressed. These internal feelings are a means of focus in understanding a child’s development unlike the interventionist style, minimal authority is administered, providing the student more control of their environment and behaviour. These teachers tend to be emphatic, and are more willing to compromise. Their approach is supportive vs authoritative. Indirect tactics such as visual cues are given to encourage the individual to self-correct unacceptable behaviour (Witcher, et al 2008). This model may have
proved beneficial to children who have an established locus of control and can be trusted to self-regulate. It affords them freedom and is most rewarding.

**Interventionist Classroom Management**

The interventionist classroom management approach is reactive in nature. They all faster methods to intervene with perceived consequences for student actions which may help others learn by observation (Bandura, 1993). Interventionist believe that environment or external-conditioning ultimately shape the development of a child (Sort, 2007) as a result, these instructors assume full control of the students environment by setting strict rules and following through with consequences if inappropriate behaviour occurs. These teachers generally have more experience, are older and place emphasis on authority. Their expectations for the student are made clear. Routines are well established and systems well organized. Interventionist focus on modifying behaviour through reinforcement, conditioning and material tactics to reverse unacceptable behaviours Witcher, Jiao, Onweugbuzie Minor, (2008). This model may prove beneficial for children with behavioural problems who require routine, clarity and clear expectations to perform well.

**Interactionist Classroom Management**

Interactionist maintain a balance between the interventionist and noninterventionist extremes (Sort, 2007), they lie somewhere in the middle, with the idea that development is a direct result of interaction between internal and external forces (Witcher, et al, 2008) with this style there is a constant interaction between the teacher and the misbehaved pupil. The responsibility of behavioural control is a shared task between teacher and student (Sort 2007). This relationship is key in holding the student accountable for his or her own actions. Ruther and Hancock (2007) define the interactionist as believing students learn from interacting with peers in their environment. Glasser William was the major proponent of this management technique (Glass, 1997) beliefs were based on his two theories. Reality theory and choice theory. In reality theory, Glasser believes that misbehavior can be redirected by tackling it from logical consequences such as individual improvement plans for students, teachers/student conferences providing ways for student to evaluate their own behaviour. While the choice theory allows opportunities for students and teachers understand each other individual differences, changes and accommodations are made in the classroom once the teacher recognizes how the students would like to be treated. Based on Glassers reality and choice theories, insight in changing misbehavior by means of logical consequences and conditioning would assist classroom management techniques use in the classroom setting. The concept of choice theory is now being used by both the behavioural and instructional management technique as a strategy for classroom management. He believes that interactionist classroom management is superior to interventionist or noninterventionist approaches to classroom management. On the whole, interventionist are generally proactive in providing consequence for student behaviour, while noninterventionist are generally proactive in providing learning environment that by pass student negative behaviours and the interactionist manage their classroom with a combination of interventionist and noninterventionist approaches. Each of these approaches promises superior students academic performance/outcome.
Conclusion
Classroom management has been highlighted across numerous research studies as a major variable that affects students' academic performance. Positive classroom management (effective classroom management sets the stage for teaching and learning which brings about upward growth (increase) in students' academic performance. Poor classroom management affects instructions, learning and academic performance. Classroom management involves instructional and behavioural management and none of these aspects of classroom management should be negotiated if students' academic performance should be high. To obtain high academic performance, factors such as discipline, effective teaching, motivation (Reward system) delegation of authority in the classroom should put in place. Classroom management styles/approach such as interventionist, non-interventionist and interactionist should be properly utilized by the instructor/teacher in other to enhance students’ academic performance.

Recommendations
Based on the stand of this paper, the following recommendations are made:
(1) Teachers should intensify classroom discipline to encourage high academic performance of students.
(2) Teachers should have in-depth knowledge of the subject (content) so as to effectively impart knowledge which will bring about high academic performance of students.
(3) Teachers should be constantly trained and retrained on the use of proper classroom management styles/approach.
(4) Teachers should ensure a regular and prompt attendance to lessons to encourage seriousness in students which can help to improve academic performance.

Contributions to Knowledge
The study will contribute to knowledge in the following area:
1. Proper utilization of classroom management styles/approach in order to enhance students’ academic performance.
2. To achieve high academic performance in students, teachers should effectively engage both behavioural and instructional management.
3. Positive discipline enhances both behavioural and instructional management.

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