



Strategies for Managing Classroom Distractions for Effective Teaching and Learning

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Abstract

The paper examined the strategies for managing classroom distractions for effective teaching and learning in secondary schools in Nigeria. The concept of classroom, classroom management and classroom distractions were examined. The paper also highlighted the major and minor causes of distractions in the classroom as well as the strategies for managing distractions for effective teaching and learning. The types of distraction common in the classroom were identified as talking, noise, use of cell phones while overcrowded classroom, abolishment of punishment and lack of instructional materials are the causes of classroom distraction. The factors of classroom management are identified as the learning environment, instructional facilities and lesson delivery. The paper concluded that classroom void of distractions is a classroom where teaching and learning takes place effectively through proper classroom management. Suggestions were made that government should build more schools to decongest the existing ones and locate/approve schools in a serene environment.

Keywords: Classroom, Classroom Management, Distraction, Effective, Teaching, Learning, Strategies.

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INTRODUCTION

The school was established to provide the young ones with skills and knowledge for their sustenance and for the benefit of the society. The goals of education may not be achieved when students' are not well behaved, that is, when the students are not disciplined and the disciplinarian (teacher) lacks basic strategies of managing both the students and the learning environment (classroom).

The task facing secondary school administrators and teachers is to produce students with high level of academic achievement. According to Achuonye (2008), secondary schools are expected to produce students with minimum academic level of achievement that will enable them to meet the requirement for admission into tertiary institution. In Nigeria, secondary schools' students are expected to achieve a minimum of five credits including mathematics and English language. Hence, every activity carried out in secondary school is supposed to be directed towards achieving their objectives. Thus managing classroom distractions in secondary schools is a value oriented day-to-day strategy.

Effective teaching and learning takes place in a classroom void of distractions. Sugai & Horner (2002) opined that classroom management comprised three central components such as maximizing allocation of time for instruction, arrangement of instructional activities to maximize academic engagements, proactive behavior managements and achievements, and proactive behavior management practices. Thus, overcoming discipline problems and creating a more positive environment that is conducive to students' involvement, satisfaction and learning are necessary conditions. By creating a conducive learning environment that is task-oriented and predictable, students realize what is expected of them and how to succeed.

Conducive classroom environment promotes students' academic achievement when engaged consistently in the learning task without interference. It encompasses teacher's action that aims at managing students' behavior to engage students in learning. The action includes establishing and maintaining order, providing effective instruction, handling misbehaviors, attending to students' emotional and cognitive needs and managing group process.

A close look at classroom management shows that it is titled to ensuring the establishing students self-control through a process of promoting positive students achievements and behavior. Despite the teacher's effort to establish a conducive teaching and learning atmosphere in the classroom, students' distractions still occur in diverse ways. Most of the secondary school students have been found exhibiting different poor attitude during teaching and learning processes. The outcome of this, is hindrance to effective teaching-learning process resulting in poor academic performance. The lack of basic classroom management leads to various forms of classroom distractions. The teacher therefore must diverse ways of keeping a conducive teaching and learning environment for attainment of educational goals of the nation. It is on this note, the paper examines the strategies for managing classroom distractions for effective teaching and learning in secondary schools in Nigeria.

CONCEPTUAL CLARIFICATIONS

Classroom

The concept of classroom has been defined in various ways. For instance, Agabi in Nwedeedih (2009) states that classroom is a room where students converge for the purpose of learning, under the guidance of a teacher. There can be a class without a room due to innovation in education. Teaching and learning can take place in an open ground to enable students occasionally exposed to real life objects and situation in the natural setting. However, the open class is not conducive to all kinds of learning as a result of distractions associated with it. The classroom environment is a basic necessity in a school system.

Classroom is described as the most important room in a school system. It is the Centre of great presentation of instructional activities in school. Agabi, Onyeike and Wali (2013) agrees

that the classroom is a learner's first accommodation in school and the learner's destination at school.

Learning process takes place in a classroom. The classroom being an information system exhibits abundance of information resources. That is, classroom contains a complex array of interacting objects, exercise, bulletin, board displays and text beside the range of verbal and non-verbal behavior of the teachers and students. In the words of Barikor (2005) the classroom is a place where classes meet. It is also the main pitch for academic functions that is where most of the teaching, learning skills and resources are demonstrated and perfected. He also sees the classroom as the main theatre of teaching and learning and grass root management.

The classroom is a mass-production system, the degree to which the level of information and flow of activities necessary match the individual student's interest or abilities is limited. This indicates that the classroom environment itself is problematic (Green in Nwideduh, 2009). The formal structure of classroom task is as an exchange of performance for grade. At this exchange level, students are required to answer question, participate in discussion and complete class works and evaluate. Feedback is provided on a fairly continuous basis while performing these tasks. Exchange during class sessions are typically characterized by degree information and every student is not required to contribute to each exchange. However, classroom is not single-purpose learning environment and by nature gives a variety of opportunities for students' engagement. The classroom seen as a silent teacher of morals is where morals are taught for students to be disciplined and become useful to their families as well as the nation at large and for attainment of educational goals.

Classroom Management

Classroom management is the process by which the teacher puts in extra effort during teaching-learning process in order to achieve maximum success in cause of lesson delivery. It is also the activity of controlling and organizing the class for effective teaching and learning in a school. It is the management of the physical environment and instructional materials (Vikoo, 2003). He sees classroom management as the management of the behavior of students which he called behavioral management. According to him, poor classroom management results in behavioral problems and this make effective classroom management difficult.

Classroom management allows teachers to keep the class moving forward and stop disruption from occurring. The use of effective classroom management techniques, teachers can stay in control of their classroom direction and learning style, ensuring that students can learn in an effective environment that's free of disruption. It allows teachers to control the learning and direction of their classroom. Teachers use classroom management to keep students focused on learning while preventing distractions from slowing the learning process. Classroom management keeps classes on track and prevents distractions. This is one of the most fundamental aspects of high quality education, though teachers face a variety of choices when it comes to classroom management. Some teachers take a direct approach to managing and directing their classrooms, others focus on building a friendly collaborative relationship with their students. Good classroom management is a vital component of ensuring student reach their full academic potential. If a teacher can effectively control the direction and behavior of a classroom, students are likely to achieve improved academic result through classroom management technique and effective instruction method (Robert-Okah, 2005).

There are views that students' behavior and learning are significantly influenced by the teacher's instructional skills. In other words, students learning increases and misbehavior decreases when a properly presented lesson and effective instructional strategies are presented. However, for there to be an implementation of distraction free lesson in the classroom, there should be creativity in the beginning of the lesson, giving of clear instructions and adopting appropriate methods and then maintaining attention. Although students bring into classroom various traits arising from attitudes, social class, bias as the case may be.

A great percentage of the work of a teacher is performed in the classroom. The work of a teacher is focused on learners, therefore, the classroom management falls on the teachers. The indiscipline in our classrooms is a matter that must be of concern to every individual who has the interest of our youths at heart for the sake of believe that our schools (classrooms) are a reflection of life in the larger society, various government have introduced policies that could facilitate and enhance a disciplined society. If the discipline which the society needs in order to produce an enabling school environment is lacking, there would be chaos and disruption. It is said that a discipline mind is an asset to any society and the classroom is part of the process for training youths in order to produce a balanced and disciplined citizenry.

FACTORS OF CLASSROOM MANAGEMENT

Learning environment

The broad purpose of education is to facilitate the integration of students' total personality and it is also a process of change (Nwafor, 2003). It is therefore important that classroom communication, teachers' clarity of instructions and understanding of students needs is particularly important in maintaining the interconnectedness of management and instruction. Maintenance of a learning environment combines a teacher's careful attention to group dynamics, individual student's needs, and clear communication. The environment should take cognizance of the physical and cognitive space. The physical space is preoccupied with the conduciveness as of the classroom as prepared by the teacher. The cognitive is based upon the expectation teacher set for students in the classroom and the process of creating a motivational climate. Motivational climate is that which the teacher encourages the students to do their best and be excited about what they are learning. Two factors are associated in creating a motivational climate; value and effort. To be motivated, students must see the worth of the work that they are doing and the work others do. A teacher demonstration of value therefore shows students how their work is worthwhile and is connected to things that are important for them including other learning and interest. The combination of value of academic task and the effort necessary to complete the task motivates student to learn.

Classroom management involves maintaining the learning environment through conscientious decision-making concerning students and the classroom. Maintaining a learning environment require teachers activity and monitoring their students. These include watching student behavior closely, intervening to correct inappropriate behavior before it escalates, dealing consistently with misbehavior and attending to students learning. To maintain classroom management system, the teacher is required to anticipate student's actions and response in order to be preventive rather than reactive. The essence of conducive learning is to support the learners in becoming an effective thinker. Hence, Kauchak and Eggen (2008) identified one of the factors that can enhance classroom communication as avoidance of physical interference. They added

that classroom proceeding have often been interrupted by the confusion of people wondering in and out of the classroom. This could result in loss of concentration by the teachers and students. Consequently, learning takes place through the active behavior of the students. The teacher is a facilitator of learning. The quality of learning that takes place in any situation to a large extent is dependent on the environment.

Instructional Facilities

In the absence of a conducive learning environment, teaching and learning becomes boring for both teachers and students. Instructional facilities in this regards, refers to adequate classrooms, offices, seats and tables for both students and teachers as well as other facilities that enhance teaching and learning. The facilities are most likely to increase both teachers and students performance. Instructional facilities can also be conceived as any educational process that involves effective selection, production and utilization of human and material resources to facilitate sharing of meaning between the teacher and the students. Some writers identify instructional facilities as instructional materials and went further to classify them as follows:

- Durable and non-durable materials;
- Audio-visual materials;
- Printed and non-printed material;
- Project and non-project materials;
- Mass media, print media and sound media

Benefit of Instructional Facilities

- It helps to hold attention;
- Stimulates the students desire to learn more;
- It can enrich and enliven teaching;
- Brings wide variety of experts into the classroom;
- Free the teacher from routine repetition of task so that she can devote more time and energy to more profitable ones;
- Promote reality of experience which motives self-learning among learners and assist in proper interpretation of things.

Lesson Delivery/Quality of Teachers

Emmer and Stough (2001) opined that instructional strategies can be encapsulated as different ways of delivery a lesson to meet individual's need and diversity of learners across the age and grade range. It is a modified means of teaching individuals with exceptional learning needs.

For an effective teaching to take place, a good teaching is required of a teacher. The teacher in deciding the method to be employed needs to consider students background knowledge, environment and learning goals. Aware that students learn in different ways, a variety of strategies and methods are used to ensure that all students have equal opportunities to learn. To this end, a successful teacher will deliver his/her lessons with a sense of:

- **Pace:** Keeping the class and the learning moving forward.

- **Clarity:** Knowing where the lesson is going.
- **Energy and enthusiasm:** Giving the feeling that the student enjoys what they are doing.
- **Positive attitude:** Making use of positive language and engendering good feelings in the students.
- **High expectations:** That the students will want to do their very best.
- **Imagination:** that learning can be original and creative.

Teaching method is not restricted to any particular teacher and that the manner in which it is presented is capable of making the student like or dislike a subject.

DIFFERENT METHODS OF TEACHING

- **Lecture Method:** It is a method whereby the teacher comes to the class and reads out materials to his students. The students only listen and take note.
- **Discussion Method:** this is learners' centered. Here the teacher stimulates the knowledge that already exist in students by creating a problem to be solved (Vikoo, 2003)
- **Drama & Role play Method:** Here the teacher assigns roles to students while she acts as a referee.
- **Project Method:** This is a method which students choose a topic in group then go about it to the best of their ability.

Management of Behavior and Classroom Arrangement

The ability of teachers to organize classroom and manage the behavior of their students is critical to achieving positive education outcomes. Any teacher who have problem with behavior management and classroom discipline is frequently ineffective in the classroom, and they often report high levels of stress and symptoms of burnout. According to Ingersoll & Smith, (2003) Disruptive classroom behavior is a significant reason why teachers leave teaching. Hence, effective instruction reduces, but not fully eliminates classroom behavior problem. Emmer and Stough (2001) concluded that effective classroom management requires:

- Structuring the school and classroom environment
- Actively supervising students engagements
- Implementing classroom rules and regulations
- Enacting procedures that encourages appropriate behavior
- Using behavior reduction strategies-Collecting and using data to monitor students' behavior and modifying classroom management procedures as needed.

Classroom Distraction

Teaching and learning occurs simultaneously, which implies that the activity of teaching is determined by the learning outcome. Teaching can be said to have taken place where there is change in the behavior of the learner. Teaching and learning can only take place effectively in a classroom void of activities that could cause distraction.

Distraction in teaching and learning environment indicates off- task behavior and can be terrible. It causes tempers to fray and confrontation to escalate. Although it is impossible for a

teacher to completely advocate the “No talking” policy in the class room, as it will prevent some form of sharing views by the students.

Distraction as it was is an act which interrupts the smooth flow or running of teaching and learning process. Classroom distraction may be behavior which is distracting, such as doing something not class-related, or it may be behavior that is interruptive and intentionally disruptive.

However, distraction is mostly in form of noise from all ramifications according to Jain and Sunil (2008), it connotes the notion of a loud, unpleasant and undesirable sound which undoubtedly interferes with important activities. In Hoy and Miskel (2008), Reily and Siangelo define noise as any distraction that interferes with communication process. In other words, one can say that noise and distraction are synonymous. Distraction is associated with different factors, from the students to the school environment and from the teachers.

Some of these distractions are as a result of:

- **Noise:** Noise from the environment could lead to classroom distraction. Noise is one of the common distractions in our school classroom. In most cases it emanates from activities such as laugh, vehicle movement and horn if the school is close to the road, market and church, Classmates and passers-by. This by way of generating noise causes distraction in the classroom when teaching-learning is in progress in any school environment. There is a great deal of very convincing evidence that in a school built next to a motor way, an airport, a market or any distractive element there will be discernable impacts on learners comprehension, language learning attention and other cognitive functions. It is then evident that noise conditions have direct negative distractive effects on learning, particularly on language and reading development, as well as causing direct problems to learners through distraction. This is why schools should be located in a serene environment void of environmental noise.
- **Eating and Gum chewing:** Many classrooms have a ‘No eating in class’ rule. The rustling of wrappers may cause teachers lose their train of thought while the smell of food can cause students to pay attention to the grumbling in their stomach instead of the lesson going on. Gum chewing is a major distraction in classroom. Some students may smack their lips while they chew or even snap their gum in the middle of a lesson.
- **Talking:** This is another common distraction in the classroom. When a student talks to the seat mate or class mate during lesson, he is distracting all other students around him especially when speaking out students can miss vital information, assignment or instruction. Once a student misses information, he may ask his neighbor what he’s missed which can cause more talking and confusions.
- **Lateness:** Teachers are adamant that students are on time for a reason. When a student is late, he distracts and disturb everyone in the classroom and the teacher may lose his train of thoughts as well while the students are busy observing the late comers fumble with his belongings. Late coming students also can cause repetition of instruction and information as well. The causes of habitual lateness is as result of bad company, too much work at home, going to bed late and waking up late, laziness, playfulness, long distance from school and bad roads. Lateness to class makes the student copy note when lesson is ongoing in order to meet up and brings about exchange of notes even when teacher is in the classroom teaching.

Unprepared students: Students who come to school unprepared come to class without the necessary materials always distract themselves and those around them. They will distract their neighbor out of boredom or ask them for missing materials. Some will ask for a pen, paper or to share a textbook. This being unprepared may be as a result of parents forcing their children to school when the child is emotionally down, health challenge or fear of a bully in class or fear of a particular subject or a teacher.

Use of Cell Phones: With the new technology of cell phones and laptops, students can miss whole lessons. Texting is an activity practiced by students and if they have their cell phone on them, they will try to text each other while in class. If the school have wireless internet (Wi-Fi) students become distracted, web-surfing and using social networks like twitter and face book. Teacher should ensure all cell phones are turned off and discourage the use of laptops or tablets in the classroom. The students are being highly distracted by the use of ICT devices for non-academic use during classes by themselves and their peers. Schools that do not use ICT devices in an integrated way during classes should consider ways to limit or control its use. Students need to be informal about the distractions of ICT devices to themselves and their peers. At this point, one wonders how distraction from all these sources surrounding the classroom impact on the students and teachers ability to engage in the successful operation of the classroom management to achieve set goals.

CAUSES OF CLASSROOM DISTRACTION

There are so many factors that cause classroom distractions; it will be classified into two, major and minor factors. The major factors are:

The Home

The home is one of the major factors of classroom distraction. It is the place where a person was raised. How a person is being raised has a lot of influence on the individual at school. It therefore means that a child not properly brought up at home will likely pose a threat at school (classroom). The class room is made up of students from various homes and of economic backgrounds as well, hence the attitude of students reflect their home backgrounds seen in their behavior. Some of the students are from broken homes, some busy homes (parents) as well as troubled homes. All of these students come to school exhibiting the characteristics of their homes which often manifest disciplinary problems in the classroom. Some parents neglect their responsibilities of providing basic class requirements like exercise books, decent uniforms how much more providing money for snacks during break periods. Such situations can expose a student to truancy, inferiority complex and also bring about lack of concentration in the class. Poor financial position of the home leads to poor feeding which could also lead to inhibition of students learning efforts, resulting to moral or mental disorder. A child also needs affection and acceptance beside the finance to enable emotional stability in the classroom.

The School

The school as a factor that causes classroom distraction could be viewed from certain issues that arises in cause of management of the school system which if not properly managed may

constitute problems among students and teachers. The school rules and regulations if not favorable may bring about students indiscipline especially in the classroom.

The population of a school may pose problem to the school when it has to do with over population, poor staffing, poor equipped classrooms, small size classrooms etc. are more likely to emanate in such school. Nwideduh (2003) says a school environment typically consist of curriculum, instruction and instructional materials and Tyler (1970) in Nwideduh (2003) explains that curriculum identifies what is taught, instruction encompasses planning and implementing the teaching and learning transactions, and instructional materials provide the physical media through which the intents of the curriculum, mediated instructionally, are experienced.

The Teacher

The teacher's attitude is capable of influencing classroom behavior either positively or negatively. The teacher's attitude towards teaching, towards superiors and colleagues are the root of most classroom problems. Nwideduh, (2003) Opioned that the teachers attitude are linked to different patterns of teacher-student interaction. However, the students tends to respond to the attitudes exhibit towards them. The teacher's attitude influence student's behavior and behavior influence attitude. Disliked students tend to be rejected by the teacher and the rejected students tend to be uncooperative, hostile and disruptive. He also made it clear that for investigation into the causes of problems in the classroom, it is necessary to carefully examine the roots and consequence of the teacher's attitude to events that occur in both the school and the classroom.

For any teacher to manage classroom effectively, the teacher must command the respect of the students and wield one's authority, the teacher must maintain dignity, be consistent, be firm, use punishments and rewards wisely, and be self-critical because the efficiency of a class is the measure of its teacher. This implies the teacher must know the job, be prepared, energetic and enthusiastic. In this light, Agabi, Onyeike and Wali (2013), in agreement sees teachers as a factor of classroom indiscipline by their general behavior and attitude to work which manifest in many ways as lack of sincerity and devotion to duty, careless and indecent dressing, moral laxity, poor planned and ineffective delivered lessons.

Peer Pressure

Peer influence can expose students to poor models in the classroom. It is evident that students come in contact with others in the classroom, by this, they interact and also form clique which could be anti-social. As a member of a clique, you are expected to behave according to the norms of the group and this however affects individual behavior in the classroom. The Minor causes of classroom distractions are:

Over Crowded Classroom: A good learning classroom has an advantage of fostering desirable behaviors and attitudes, developing problem-solving skills and creative thought. Overcrowding has to do with excess number of students in a classroom. A class teacher with a large student population will waste much time to explain the lesson. The class will be very difficult for the teacher to control especially when students' display some disciplinary problems. When the class is over populated the teacher is over-utilized, which could lead to ineffectiveness in the teaching process. Overcrowded class could also hinder ventilation and this will eventually make students

restless thereby causing distractions. Students could feel motivated if the classroom condition is conducive for learning. On the other hand, the students at the center or back become spectators rather than actors in the classroom. A class of 30- 40 is effectively managed then large size.

Location of School: This has to do with the environment of the school. A good environment protects students' from any kind of weather condition. The school location should have a good access road, not very close to a market place and major roads where vehicle horns distracts. It should not also be close to airport and where automobile repair shops are. The location of the school if far from residential area could attribute to lateness to class. Lateness to class causes distraction.

Disruptive Classmates: Students identify disruptive classmates as a major source of distraction in school and students themselves are often the ones who complain when their peers disturb class order. Disciplinary measures and zero-tolerance policy have had little impact on fostering safe and disciplined learning environment in schools.

Abolishment of Punitive Punishment: Punishment has been described as the last resort in addressing any kind of disciplinary cases. The aim is to correct that behavior and deter others from a similar behavior. If a student or a class distracts during lesson and is flogged or warned for doing that, invariably the student or class will reduce or probably stop that act. The abolishment of punishments in school has done more harm than good in our educational system. Discipline in our schools has become a major problem faced by teachers. This is attributed to the changing nature of school environment, organizational climate, the breakdown of moral values of the society, disrespect for law and order, breakdown of schools value system Daminabo (2015). Teachers are advised to use punishment only when other measures at correcting disciplinary problems have failed. The reason for punishment is to correct that behavior and a child is spanked for making noise or distracting others especially when learning is in progress which could help in reducing the noise making but in absence of punishment the student does not see anything wrong in causing distraction of any kinds

Lack of Instructional Materials: For a teacher to be productive, he/she must be equipped with basic instructional materials. These materials can be gotten from the government, the school community, voluntary agencies, old students and the teachers such as chalkboards or whiteboard, books, bulletin, posters and audio-visual material. Where some of these are not available the teacher can improvise especially on some important topics but when these are lacking and the teacher do all talking, the student will be bored which may cause distractions in the classroom.

Lack of Time Management: Time is the valued resource in any organization. The school as a formal organization is expected to achieve its goals at regular intervals of time. Time management is a way the class teacher spends time in course of delivering his or her lesson. When the time meant for teaching is wasted with other activities such as personal phone calls and receiving, irrelevant stories and perhaps inability to give time to specific class work the teacher ends up not accomplishing the task for that period of time knowing time waits for no body and this time cannot be regained.

Communication Gap: The purpose of communication in the class-room is to achieve effective teaching and learning. A teacher should communicate fluently and effectively in the process of

instructing either by speech or by writing. The uses of diagrams or images are necessary in communication while teaching. When the teacher lacks some basic knowledge of these communication processes, there exist a gap. A typical classroom communication has these elements; the teacher, the message and the student. This can be achieved through interaction and the students participate through response to questions. Lack of dialogue in classroom or students participation brings about passiveness rather than activeness. When this happens, it creates room for some students to engage in other activities in the classroom.

Ineffective Teaching: When teaching methods becomes monotonous and uninteresting, students become bored and restive, hence resort to mischief making (Robert-Okah, 2014). There is need for teachers to have varieties of teaching method depending on the topic to be taught, the period which it is being taught and the age bracket.

Poor Physical Classroom Conditions: The neglect of the physical condition can trigger-off disruptive classroom behaviors. For instance, a broken window in the classroom invites children to break another. Poor physical classroom condition is more likely to cause distractions, stimulate disorder and encourage disorderliness.

Strategies for Managing Classroom Distractions for Effective Teaching and Learning

The teacher in order to have a smooth lesson delivery puts in extra effort to achieve the desired objective by choosing an effective approach which is to be proactive rather than reactive. The teacher does this by taking steps towards preventing distraction before they occur, though teacher will probably still have occasional classroom distractions. Again, there are certain misbehaviors that students exhibit unconsciously which deserve immediate attention by the teacher. These behaviors may be seen and regarded as minor but need to be checked before major ones are developed, which may likely cause serious problems to the teacher in the classroom. Akubue in Agabi, Onyeike and Wali (2013) suggested some techniques that could be applied by the teacher for effective management of distraction in the classroom such as:

Planned and deliberate ignoring: There are minor class offences which teacher needs to ignore to keep the teaching. Some students may make irrelevant comments and unnecessary questions that may provoke. When these are unattended to, such students may adjust to proper classroom behavior.

Proximity: This is an effective teaching. It is a non-verbal technique that allows the teacher maintain discipline without distracting students from learning at same managing instructional time. The teacher simply stands close to the students who have some problems. This puts a check on the activities of the trouble maker.

The use of signals: A non- verbal intervention technique that involves the use of signs by the teacher in course of classroom interaction to indicate disapproval of a particular behavior. Different signals that learners understand such as touching the lips with a stern look, etc.

Using a non-punitive Assignment: This technique is applied when the teacher discovers that a student is particularly restive in a way that causes distraction in the class. The teacher may send such student on a non- punitive errand that takes him or her briefly out of the class so that by the

time such students returns to class, he or she would have adjusted to proper classroom behavior. This errand may be asking such student to go and get more chalk or maker.

Other Strategies that could be used to Manage Classroom Distractions Includes

Stating Clear Rules: It is said that it's better to prevent something than seeking for means to cure it. Establish certain standard at the beginning of the class especially on the very first day. Penalties for deviation should be established too. If the teacher comes into the class, no student is expected to come in or move out. It is expected that students have adequate guidance and knowledge of the importance of these rules and obey them (Kalagbor, 2015, p. 144).

Take action if any violation before the authority is compromised. The rule is not to barrage but will help change a student's behavior, speak to those students (victims) after class and ask them to adjust their behavior. A small number of simple classroom rules can help students remember and focus on what is expected of them. Too many rules may confuse them, keep it simple, concise and to the point. Students should know the consequences of breaking the rules as well.

Enforcement of Rules: It is not enough to just have rules, make sure it is enforced consistently and fairly. Students should know and be able to predict reliably what consequence will occur if they break the rules. The teacher has an authority over her students during the lesson period therefore, making it clear that class disturbance of any kind is unacceptable. Practice common and consistent procedures. Students know what is expected for daily routine such as filing out for recess, unpacking books, lining up for urinating, there will be less chaos, confusion and disruption. It's also a great idea to offer reward, praise and incentives too if students consistently follow the class rules.

Teacher Preparedness: The teacher creativity on uncertain atmosphere during instruction time. The students will pick up on it, and could lead to disruption such as distraction, unwanted student activity and general misbehavior. The teacher by being prepared knows how the day and each lesson will flow ahead of time. This will help students stay focused and reduce student disruptions.

Direct Question their Way: when teacher directs a question to distracting student, it will help to bring the student back to class. Such student(s) should be involved in class activities while teaching. Recognize a student dominating a discussion which may be a distraction.

Foster Classroom Connections: Teachers are most effective when they know students by their names and their students know them and like them. Teacher should make genuine connections with their students, this will create trust, and the students will become easier to teach. Teacher can create monthly birthday celebrations to show care, set aside weekly talk at times that allow you to get to know students a bit and more of your own life.

Classroom Arrangement Strategies: The seat arrangement should provide easy discipline and focus the students' attention towards the teacher. Students likely won't see the seating arrangement as a classroom management tool, but distractions will be minimized. Allow for each student to clearly view the front of the room. The classroom seating arrangement should be fluid,

flexible and organized (Agabi, Onyeike and Wali, 2013). The class size of 30-40 will be adequate.

Minimize Distractions: Take steps to prevent yourself and your students from becoming distracted. Remove distracting items such as sporting equipment, games and materials during classroom instruction. Turn off your cell phone and avoid using your computer during class time. Paste “Do Not Disturb” sign on your classroom door during important activities such as test or exercises that require a great deal of concentration. Ensure other teachers and school staff honor your classroom rules and boundaries. The teacher should avoid awkward skills and be graceful in dressing.

Distraction waste valuable teaching time with a class. When distraction happens, it may take some time to get back on track. Teachers can be very effective classroom managers if they know how to be proactive.

Motivation: The commonest and result oriented method of achieving success is to devise means of motivating the students. It is important in learning, it guides the learning behavior of students. The teacher applying certain measures when teaching makes students focus. Clapping for correct responds to questions motives students and makes others eager to respond too. Giving items such as pen, pencils, books etc. will arouse their interest thereby paying attention to the lesson. This may bring about academic competitiveness amongst the students. Information on successful personalities and unsuccessful ones, what led to each made known to students and the students would be left to make choice between the two. The students may be motivated to succeed and avoid failure by giving attention to the lesson.

Having applied these strategies, for the teacher to ascertain whether the lesson was effective, there is need for assessment and evaluation Awotuo-Efebo (1999). Every effective teaching and learning process must result in assessment, knowing whether or not, the learner has learnt what they are expected to learn from the lesson and the extent they have learnt. If by the end of the delivery only 30% of the students have mastered the objective of the lessons taught, this lesson cannot be said to be effective. On the other hand, if 70% mastered the objective, nobody will dispute the fact that the lesson is ineffective. Therefore, effective teaching and learning leads to an effective mastering of lesson objective through the management of the classroom.

CONCLUSION

Strategies for managing classroom distractions in secondary schools for effective teaching and learning is the focus of this study. The study identified different factors such as overcrowded classroom, eating/chewing of gum and lack of time management as part of what causes distractions in the classroom and provided solutions which if adhered to will reduce classroom distraction

The classroom distractions revealed if not properly managed could hinder effective teaching and learning in secondary schools in Nigeria. For the teacher also to ascertain an effective teaching and learning after delivery is to assess and evaluate the students.

It is now clear to a great extent that the failure of students in external examination is not as a result of dilapidated structures and scarcity of educational facilities nor the dearth of man power, but also as a result of the serious effects of classroom distraction on the teaching-learning

activities. Interestingly, a classroom void of distraction is a classroom where teaching and learning takes place effectively.

Suggestions

The paper made the following suggestions:

- The ministry of education should locate and approve school in serene environment to avoid unnecessary noise which can cause distraction by going for inspection of cite before approving such for school.
- Adequate teacher development through workshops, seminars and conference should be improved on and be regular. This can be done annually.
- Funds should be allocated to schools through the ministry for provision of major instructional materials or the aids be provided for schools.
- Government should build more schools and classrooms to avoid overcrowding in classrooms. The classrooms should be spacious enough.
- Employment of teachers should be based on teaching qualification while those without the qualification should be given study leave to acquire the teaching skills.
- Teachers should be given adequate incentives due them to eliminate “I Don’t Care” attitude.
- Supervision of teachers and school inspection should be regular to identify problems early enough.

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