



Effective Classroom Management Strategies

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Abstract

Teachers are responsible for guiding the holistic development and meaningful learning of every student in their classroom. This paper discusses various classroom management strategies among teachers. Effective classroom management decides the effectiveness of teachers teaching quality and students learning. Effective teachers create a sound, supportive and friendly environment in classrooms where students feel safe, respected, cared and secured. In order to deliberate adequate on this topic, key concepts were reviewed. The paper concluded that teachers typically express concerns about lacking effective means to handle the disruptive behaviour of students and the ability of teachers to organize classrooms and manage the behaviour of their students is critical to achieving positive educational outcomes. The study therefore put forward the following suggests that; teachers should adopt time management skills in the classroom to sustained students' attention while efforts should be directed towards avoiding those factors that constitute impediments to their time management skills and seminars and workshop should be organized for teachers in order to improve their skills in managing their classroom and there should be proper supervision of class activities by school heads. It was suggested that teachers should assign students into group for active participation during lessons. This could be utilized as classroom management skills as it encourages students' engagement in classroom activities as well as connects them with opportunities to develop abilities in critical thinking and intellectual curiosity in school.

Keywords: Deviant Behaviour, Discipline, Teachers' Personality, Classroom Control.

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INTRODUCTION

Classroom management is a well-informed action taken by teachers to utilize any available resources in schools to facilitate teaching and learning. Classroom management is the action teachers take to create an environment that supports and facilitates both academic and social emotional learning (Everton & Weinstein, 2006). Male and female teacher's involvement and cooperation in classroom activities help to foster and establish a productive class environment. It is based on this that Oboegbulem (2011) defined classroom management as the arrangement of students and grouping of activities into units to make for effective teaching and learning.

According to Abdulkareem, Fasasi and Oyeniran (2012) classroom management can be defined as the teacher's ability to cooperatively manage time, space, resources, student's roles and behaviours to provide a climate that encourages learning. Duke (2009) viewed classroom management as the provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occur. For effective management of the classroom, certain skills are required. These are known as classroom management control. These include discipline, motivation, time management and communication skills.

Classroom management controls are the most special skills needed by a teacher for effective teaching and classroom organization. It takes a great deal of effort and ability to handle classroom that is full of students. The teacher has to be thorough and knowledgeable in the subject he/she is handling, needs to know how to control a class and maintain discipline and order in the classroom.

Classroom management is a complex exercise in the process of education. It demands talent, skills, energy and ability from teachers to manage classrooms because it directly deals with the behaviors of learners. Human behavior is the most complex phenomenon. Teachers with highly practical vision, strategies, skills and knowledge can manage classroom effectively. Classroom management is related to all of the things that teachers do to organize students, time, and materials so that student learning can be meaningful. Classroom management is an effective teaching strategy and a key concern of many teachers while providing important teaching approaches for students. Further, classroom management is the process of ensuring that classroom lessons run smoothly despite of disruptive behavior by students. The term also refers to the prevention of disruptive behavior of students. Classroom management refers to all those essential activities which are highly necessary not only to create but also to maintain a supportive and orderly atmosphere. It includes planning and preparation of teaching and learning materials, organization of the materials, decoration of the classroom, creation of expectation and establishment and enforcement of rules and routines in the classroom.

The way teachers conduct the classroom matters has a deep influence upon their own teaching and learning of the students, because classroom is a place where the closest interaction between the students and the teachers takes place. Effective classroom management decides the effectiveness of teachers teaching quality and students learning. Effective teachers create a sound, supportive and friendly environment in classrooms where students feel safe, respected, cared and secured. For this purpose, effective teachers create conditions of cooperation, discipline and responsibility both for themselves and for their students. Teachers are the ultimate decider of the classroom atmosphere. Their role is crucial in influencing the behaviors of

students. Teachers who plan practically are able to overcome many classroom problems such as disruptions, deviant behavior or misbehaviors of students. In this regard the nature of teacher plays a vital role, for example, different teachers have different ways of instinctively managing the classroom environment and patterns of setting up classroom that best fits their purpose. Managing a classroom is the ultimate responsibility of a teacher. The way a teacher manages the classroom will change of the students towards learning.

Justification for this Study

The purpose of good classroom management in the realization of the objectives of education cannot be over emphasized. As student often exhibits some deviant behaviour in the classroom. Classroom management and control is crucial in any educational system. No curriculum planning is complete without implementation of which is mainly carried out in the classroom by the teacher. Teachers are the ultimate decider of the classroom atmosphere as expected by all and sundries. Teachers' role is strongly crucial in inducing the behaviors of students. Teaching and learning are embracingly involving a wide range of activities such as writing on chalkboard, discussing with students, demonstrating a procedure, supervising students' classwork, reading and marking assignments. Good classroom environment with good desks and seats well-spaced out, well ventilated, good lighting, good ceiling and roof and smooth floor enhances effective teaching and learning. When the classroom environment provides students what they need, equilibrium occurs but when the classroom environment does not, there is disequilibrium. Teachers who plan practically are able to overcome many classroom problems such as disruptions, deviant behavior or misbehaviors of students. In this regard the nature of teacher plays a vital role, for example, different teachers have different ways of instinctively managing the classroom environment and patterns of setting up classroom that best fits their purpose. Managing a classroom is the ultimate responsibility of a teacher. The way a teacher manages the classroom and the techniques adopted will change the thinking of the students towards learning. This no doubt, prompted Ajayi (2012) to lament that secondary education in Nigeria is riddled with crises of various dimensions and magnitude such as overcrowding and indiscipline among students in the classrooms all of which combined to suggest that the system is at a conundrum. The quality of education given to secondary school students should be of great concern to all stakeholders. Again, in most schools, teacher-student' ratio of 1:80 is evidenced which goes contrary to the National Policy on Education revised(2014) which recommended a teacher-student's ratio of 1:40 for normal or regular school. This thrust of this article therefore is explore various classroom management strategies among teachers.

LITERATURE REVIEW

Concept of Management

Management is a genetic term and subject to many explanations. Management has been interpreted in a variety of ways. A number of ideas have been attributed to the meaning of management. Some authorities such as Akubue (2001) and Ogbonnaya (2004) have explained

management in terms of group of people in an organization, while some others such as Peretomode (2011) described it as a social process which has goals to accomplish. In whichever way management has been perceived, the issue remains that, it involves harmonization of resources in an interaction to achieve stated objectives. This is why Oboegbulem and Onwurah (2011) defined management as the effective organization and utilization of human and material resources in a particular system for achievement of identified objectives.

Management is concerned with establishing a philosophy, laws, theories, principle, processes and practice that can be applied in various situations including schools, (Okoye, 2009). Barney (2015) related management to as an art and skill of getting things done through people. He saw management as skills of getting the right decision from incomplete and sometimes incorrect information. Haworth (2009) also sees management as the process that deals with daily working and implementation of current plans that will help in the immediate health of an organization. Management entails supervising, controlling and coordinating activities of people in an organization or unit with the intention of achieving the organization's objectives. Alagbu (2008) contended that management is the guidance, leadership and control of the efforts of a group of people towards achieving a common goal. It is the social interaction which involves the utilization of the administrative tools such as planning, organizing, coordinating and control in order that the available resources will be used to achieve the organizational goals in a more effective and fastest means. In the light of the above, Adesina (2010) argues that management is the coordination of the resources of an organization through the process of planning, organizing, directing and controlling activities in the organization for goal attainment.

Concept of Classroom management

A classroom is a space provided in a school where students gather and the teacher meets them for lectures. It is a room designated for teaching and learning. Classroom is a room set aside and specifically designed and furnish for the purpose of teaching and learning. A classroom is one of the facilities a school must have. Agabi, Onyake and Wali succinctly put: 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 facilitate teaching and learning. A conducive classroom environment increases the desire for knowledge and heightens 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 as: the writing board, classroom seats and instructional materials, enhances teaching and learning. For the classroom to be useful for the purpose it was meant to serve, teaching and learning, it has to be organized and maintained. This brings about the concept of classroom management.

Classroom management refer 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. Mекреary (2010) in Agabi, Onyeieke 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 takes to bring

about an environment that support and make easy instructions, academic, social and emotional learning.

Classroom management is a term used to describe those activities which are mainly and directly concerned with the smooth running of classroom lessons despite disruptive behaviour by students. It could be regarded as those educational activities which are directly designed to prevent disruptive behaviour in the classroom. It is possibly the most difficult aspect of teaching for many teachers. It is also the process of organizing the activities of the classroom to ensure effective instruction. According to Oboegbulem (2011), classroom management is the arrangement of students and grouping of activities into units to make for effective teaching and learning. It comprises classroom life, utilization of resources in terms of materials in executing tasks such as planning curriculum, organizing procedures and resources, arranging the environment, monitoring student's progress, predicting potential problems and finding solution to them.

In the classroom, the teacher sets out plans and activities to ensure effective and efficient instruction. The management skills the teacher uses to achieve effective teaching and learning process will determine the extent the students achieve success in their learning (Oboegbulem, 2011). The teacher's management tasks include control of the educational, social and physical environment components. Teachers organize and administer their works in the classroom. Teachers organize richly equip their classrooms, decorate them attractively and adequately, furnish them with seats and instructional materials that will lead to meaningful teaching and learning. This process of organizing the classroom and arranging the materials in the classroom properly is referred to as classroom management.

In classroom management, teachers serve as managers. They manage their various classes and perform managerial tasks such as organization of human and materials resources to accomplish desired objectives of the school system. In the contention of Adeboyeje and Afolabi (2012), classroom management involves the judicious organization of both academic and non-academic functions which are essential for effective teaching. Such activities according to them include; keeping of records of class progress, checking class attendance, controlling students conduct and activities, manipulating instructional programmes and materials.

Classroom Management Skills

Skills connote knowledge which one has acquired which he can use to help himself and his society throughout his life time. Classroom management skills refer to knowledge acquired by the teacher which enables him carry out activities that engender conducive classroom environment. Such actions, according to Adubue (1991) include:

- Actions that precede teacher-pupil class interaction such as class grouping, designing curricula, preparing time table, formulating school rule and regulations, among others.
- Actions which are intended to create favourable conditions that will facilitate effective instructional delivery such as giving clear and understandable directions, among others;
- Actions which aim at regulating the behaviour of learners like directing questions at an un-attentive learner, using positive reinforcement, or applying punishment, among others;

- And actions that should assert the authority of the teachers such as taking decision in which learners should do classroom management skills are therefore those skills required by the teacher to enable him carry out judicious arrangement and make judicious use of the human and material resources as well as other educational programmes with the classroom management and control for the successful accomplishment of educational objectives.

Classroom Management Techniques

In a school system, where good classroom management is lacking, there is likely to be chaos which affects the teaching-learning process, and the standard of students' performance, hence a good teacher should be acquainted with such problems to be able to prevent and find solutions to such problems in order to promote quality secondary education. Effective classroom management requires proactive and reactive teachers in order to define and communicate their social and academic expectations of their students. Such involvement can motivate the students to obey and accept the school rules and regulations. Classroom management techniques are a crucial part of teacher's success in creating a safe and effective learning environment for student's quality secondary education. Therefore, teachers should know how to use and apply techniques that will allow and also help students to learn.

Promoting quality secondary education through effective classroom management means creating an environment in which all students feel safe, respected and empowered with academic activities. Students will feel safe when they have the confidence that their ideas and opinions are valued, whether or not they are correct. The teacher must promote polite and respectful students' interactions and address inappropriate student behaviour in a positive manner. The effective teacher is an extremely good classroom manager. Effective teaching and learning cannot take place in a poorly managed classroom. Well-managed classrooms provide an environment in which teaching and learning can flourish. Classroom management involves the application of behavioural principles and policies of discipline that are effective and would create an ideal academic system. The behavioural principles include: reinforcement of every kind, modeling, extinction, satiation, role shifts, utilization of logical consequences, successive approximation, and the likes. They assist principals and teachers to curb indiscipline. Management can as well be thought as procedures that govern how students go about their work in the classroom, while discipline is seen as the way of making students behave well.

Classroom Management Strategies

Time Management: Time is one of the resources that an effective teacher need, to manage his classroom efficiently in order to achieve the objectives of the teaching-learning process. Also, the school administrator who coordinates the activities of staff and students must be able to manage his time very well in order to accomplish the aims and objectives of the school. However, what makes time different from other resources used in an organization is that it cannot be accumulated or stockpiled like machines and raw materials replaced like a man. Time is irretrievable. All it entails is its effective management for organizational success. Time

management is very important for everyone. It is the ability to produce and follow a schedule, meet deadlines, prioritize and minimize distractions and unimportant tasks. It includes managing time wisely so that tasks and projects can be done effectively and efficiently.

The proper use of time is believed to be an essential technique of classroom management. The management of classroom time is, however, a complex and difficult task for teachers, although on the surface, it appears to be a rather simple and straight forward matter (Arends, 1997). This is because, the time allotted for classroom instruction that seems to appear so plentiful when the school calendar begins soon becomes a very scarce resource. As a result of this, the effective use of time is just as important as the amount of time spent on a topic (Arends, 1997). And it is only when classroom activities are well-managed that more time could be devoted to teaching and learning. Kathleen, Fredric and James (1993), quoting past research results, stated that teachers who are effective classroom managers, use their time well, which shows that, there is a link between time spent in relevant academic task and high achievement gains. As such, the proper use of allocated classroom time is thus more useful for students to exhibit appropriate classroom behaviour.

Reality has shown that, when students are given task to work on, they spend a lot of their time not thinking or working but looking for a pen or whispering to a friend. Several research results also reveal that students spend most of their time on tasks that are not relevant to their learning (Arends, 1997). Kauchak and Eggen (2008) opined that the goal of classroom management should not only be to maintain order but to optimize student learning. They divided class time into four overlapping categories, namely allocated time, instructional time, engaged time, and academic learning time.

Allocated time: Allocated time is the total time allotted for teaching, learning, and routine classroom procedures like attendance and announcements. This is what appears on a students' schedule for instance, English = 11:30am – 12:15pm or Health Science = 9:00am – 9:30am.

Instructional time: Instructional time is what remains after routine classroom procedures are completed. That is to say, instructional time is the time wherein teaching and learning actually takes place. For example, teachers may spend two- or three-minutes taking attendance, before their instruction begins.

Engaged time: Engaged time is the time when the students actively participate in learning activities. It is also called time on task. Students are involved in the activities like answering and asking questions, doing class work and exercises and the likes. The teacher must learn to manage this time so that moderate time can be spent on each subject.

Academic learning time: This is when the students participate and successful learning activities take place. Carefully looking at these four ways of time management for effective learning to take place. Effective time management of a lesson is so crucial, not only in keeping a teacher on schedule, and planning a successful day, but it also helps to keep the students interested and motivated in the lesson. Effective time management in the classroom, accurately, is a skill that a teacher will develop over time, it comes through constant practice and needs thorough carefulness. For instance, some lessons a teacher thinks will take only 45 or 30 minutes, can take up to one hour, even without the teacher knowing or one that should have lasted for 30 minutes will take only 15 minutes. Here a teacher who has a good technique of classroom management will know how to deal with the situation professionally. This is because

he knows the caliber of pupils/students he has, and the length of time they will need to complete a lesson actively (McKeachie, in Ekwueme, 2011). Recognizing the dangers of wasted time, and taking the necessary means to ameliorate the problems accordingly, would be the teachers' primary concern. This can be attained by planning the daily lesson and setting out activities that encourages learners' active task engagement (McKeachie, in Ekwueme, 2011). David (1991) opined that in order to manage and use the time allocated for the classroom instruction effectively, teachers are expected to make decisions in the following areas:

- What are the things that must be done and what are the things that need not be done;
- What are the things that must be done by the teacher, and what are the then that must be done by the student;
- What are the things that must be done in classroom and what are the thing that must be done outside the classroom; and
- What steps can teachers take to around wasting of students' time.

This is to say that it is not the quantity of time available for classroom learning that is important, rather the way the time allocated is used properly. Irrespective of the amount of time a teacher might allocate for a specific topic or lesson, there is a considerable variation in the amount of time students are actually engaged in learning activities. This variation may be noticed at the beginning of the lesson; during the transition, during wait-time, and at the closure of a lesson, the teacher must begin immediately instead of wasting time, so that confusion and disciplinary problems will not arise (Rinne, 1997). According to Rinne (1997), transition are non-instructional times when students move from one lesson to another. This might be chaotic and students wondering around bumping into one another etc. It should be noted that time spent in transition is time lost (Evertson & Homes, 1999), Rinne (1997) referred to wait time as the length of time of pause between a teachers' question and student responses. Research has proved that the wait time can be increased to improve classroom learning environment properly, while the closure of the lesson needs adequate classroom management skill.

Communication: According to Ocho (2016), communication is the transferring of a thought, message, idea, feeling or knowledge to another person in such a way that it is understood. This means that whatever you might say or write, if you are not understood by the listener or audience, you have not communicated. Sometimes you may even be misunderstood and your audience may respond in the opposite of your expectation. Communication is a means through which people are linked together for mutual understanding. It is the exchange of information between and among individuals and groups. It is the imparting or interchange of thoughts, opinions and information through speech, writing, gestures and bodily expression. What is important in communication is that the recipient properly decodes and understands the message.

Communication in Classroom Management and Control

The only way of managing a class and ensuring that education takes place is through communication. Through communication we achieve the following:

- Bring a class into being;

- Organize the class for purpose of teaching and learning;
- Ensure discipline;
- Enhance interrelationships between staff and students and between and among students' expression. What is important in communication is that the recipient properly decodes and understands the message.

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- Bring a class into being;
- Organize the class for purpose of teaching and learning;
- Ensure discipline;
- Enhance interrelationships between staff and students and between and among students;
- Set the tone of the class;
- Ensure teaching and learning;
- Achieve the aims of education

It is thus clear that, communication is central to the successful management of the classroom and the achievement of educational aims. For a teacher to run a successful class he must be able to communicate effectively. Good religious preachers and political demagogues are able to hold thousands of their audience captivated, docile and pliable for hours on end through effective communication. The words they use how they use them, their body movements, the raising and lowering of their voices, are all planned and coordinated to achieve their purposes (Ocho, 2016). The teacher must not only plan the lesson to be delivered, he must also plan for the best method of delivering the lesson in such a way that the students enjoy, understand, and accept the message of each lesson. The teacher must plan the ways to attract and hold the attention of the students till the end of the lesson. The educative process largely depends on effective communication for its success. Formal teaching and learning rely almost entirely on communication between and among teachers and learners; moreover, communication is the basic tool in human relationships.

Discipline: In recent years, many schools have adopted a zero-tolerance approach to school discipline that usually entails the expulsion or suspension of students as an automatic consequence of serious acts of misconduct, particularly the possession of weapons or drugs. Unfortunately, an increasing number of schools apply a zero-tolerance approach to behaviour that do not necessarily threaten the safety or welfare of others. Furthermore, harsh consequences are invoked automatically, irrespective of the severity of the misbehaviour or the circumstance involved, and without consideration of the negative impact of these consequences on the welfare of the offending student or on the overall climate of the school (National Association of School Psychologists, 2012). Suspension, expulsion, and other punitive consequences are not the solution to dangerous and disruptive students' behaviour. In fact, evidence indicates that dangerous students do not become less dangerous to others when they are excluded from appropriate school settings; quite often they become more so. Youths who are not in school and not in the labour force are at exceedingly high risk of delinquency and crime (NASP, 2012).

Positive discipline strategies are research-based procedures that focus on increasing desirable behaviour instead of simply decreasing undesirable behaviour through punishment. They emphasize the importance of making positive changes in the child's environment in order to improve the child's behaviour. Such changes may entail the use of positive reinforcement, modeling, supportive teacher-student relations, family support and assistance from a variety of educational and mental health specialists (Akomolafe, 2005). Research has proven that positive discipline strategies benefit all students because: when students are given appropriate education in a conducive environment, they improve behaviour and performance; and appropriately implemented proactive behaviour support systems can lead to dramatic improvements that have long-term effects on the lifestyle, functional communication skills and problematic behaviour in individuals with disabilities or at risk for negative adult outcomes (Bear, Quinn & Burkholder, 2001).

A major component of being an effective teacher is making correct classroom discipline decisions. Teachers who cannot manage students' indiscipline in their classrooms are limited in their overall effectiveness in almost every other area of teaching. Classroom discipline in that sense may be the most critical component of being an outstanding teacher. Effective classroom discipline starts during the first minute of the first day of school (Eric, 2016). Many students come in looking to see what they can get away with. It is necessary to establish your expectations, procedures, and consequences for dealing with any violation immediately. Within the first few days, these expectations and procedures should be the focal point of discussion. They should be practiced as often as possible. It is also important to understand that students will still be students. At some point, they will test you and push the envelope to see how you are going to handle it. It is essential that each situation be handled on a case-by-case basis taking into account the nature of the incident, history of the student, and reflecting on how you have handled similar cases in the past (Eric, 2016).

Reward: The classroom, it is asserted, is at once the cradle as well as the grave yard of genius. Whatever the truth of this assertion, society no doubt expects certain outcomes from the classroom situation for the students. And the student's work at school is not merely determined by his intellectual capacity, his knowledge and abilities in various subjects, but also by motivation to learn. If the student is motivated strongly enough, his desire to learn may prove strong enough to keep him from the ranks of the swelling army of school dropouts. Furthermore, if students' attainment of a goal is regarded as an important purpose of education, then the factors that provide the best learning situations should be understood as an integral part of educational theory.

Teachers who are interested in fostering and promoting effective classroom learning cannot ignore classroom behaviour of their students. They work towards ensuring that learners acquire important habits that would help them cope with learning events. They would want students to feel, think and act with respect for themselves and other people.

A major facet of a school principal's job is to make discipline decisions. A principal should not be dealing with every discipline issue in the school, but should instead be focused on dealing with the bigger problems. Most teachers should deal with smaller issues on their own. Handling discipline issues can be time consuming. The bigger issues almost always take some investigation and research. Sometimes students are cooperative and sometimes they are not. There will be issues that are straight forward and easy and there will be those that take several hours to handle. It is essential that teachers are always vigilant and thorough when collecting

evidence. It is also crucial to understand that each discipline decision is unique and that many factors come into play. It is important to take into account factors such as the class level of the student, severity of the issue, history of the student, and how you have handled similar situations in the past.

In view of the above, teachers are the important person in the life of students. Teachers are helping students determine who they are becoming by shaping their hearts, minds, character, and even the structures of their brains. Because teachers share this incredible privilege and responsibility of teaching them how to make good choices and how to be kind, successful human beings, teachers want to also share with students how they can handle behavioural challenges, in hopes that they can work together give students a consistent, effective experience when it comes to discipline.

Teachers who are interested in fostering and promoting effective classroom learning cannot ignore classroom behaviour of their students. They work towards ensuring that learners acquire important habits that would help them cope with learning events. They would want students to feel, think and act with respect for themselves and other people.

These enable them to learn how to pursue their own well-being and to act in consideration of the feelings of others. Effective teaching requires considerable skill in managing the myriad of tasks and situations that occur in the classroom each day. The ability of teachers to organize classrooms and manage the behaviour of their students is critical to achieving positive educational outcomes (Eric, 2016).

The use and effect of rewards seem to go deeper than simply attaching a pleasant tone to an activity. The actual reward permits more freedom of action to the individual. Students have been known to meet the teacher's challenge and produce excellent work just because they expect teacher or parent approval or praise, or obtain good marks. An experiment by Hurlock in Ilegbusi (2013) on effectiveness of these forms of rewards showed that school mathematics improved most under praise, less reproof, and least when the child was one of the ignored groups. Although the results of such an isolated piece of research cannot be conclusive, since other motives besides praise and blame may have been aroused to strengthen or weaken connections. Similar studies have however tended to yield the same results.

It is important to note that when rewards are to regulate learning what the rewards signify is much more important than the reward itself. Thus, for example, school marks, grades and material rewards are valued not so much for what they are, what they signify or represent. Rewards are valued for such learned motives as desires for prestige recognition, prestige exemptions from certain tasks.

Punishment: Teachers sometimes find punishment to be effective as a classroom behaviour management tool, especially in the short term. Because punishment tends to rapidly stop problem with behaviour, the teacher in turn positively reinforced for using it. On the surface then, punishment may appear to be a powerful and attractive behaviour management strategy. But this power can come at a significant cost. Research indicates that punishment is sometimes accompanied by significant negative side effects, students who are regularly the object of punishment may over time show a drop in positive attitudes toward school (resulting in poor attendance and work performance), have a more negative perception of teacher and adopt a more punitive manner in interacting with peers and adults.

Classroom Arrangement: Classroom arrangement is one of the key decisions that teachers need to make when they begin a new teaching year. A few of the items that need to be decided include

how to place the students' desks among others. There are four main arrangements that teachers can choose from. These according to Melissa (2014) are:

- Teacher can set up desks into straight lines. This is the normal way in which student desks are set up. In a typical class, you might have five rows of six students. The benefit of this is that it affords the teacher the ability to walk between the rows. The negative is that it doesn't really allow for collaborative work. If you are going to have students often work in pairs or teams then you will be moving the desks a lot.
- A second way to arrange desks is in a large circle. This has the benefit of providing ample opportunity for interaction but hinders the ability to utilize the board. It can also be challenging when having the students take quizzes and tests in that, it is easier for students to cheat.
- Another method of classroom arrangement is to have students sit in pairs, with two desks touching each other. The teacher can still walk down the rows helping students, and there is a greater chance for collaboration to occur. The board is still available for use. However, a couple of issues can arise including interpersonal problems and cheating concerns.
- The fourth method to arrange student desks is in groups of four. Students face each other, providing them ample opportunity for teamwork and collaboration. However, some students might find they are not facing the board. Further, there can be interpersonal issues and cheating concerns.

Therefore, there are a couple of ways to set up initial sitting chart, which are: (a) Teacher can arrange students alphabetically. This is a simple way that makes sense and can help teacher learn student names; (b) another method for sitting charts is to alternate girls and boys. This is another simple way to divide out a class; (c) one way that many teachers choose is to allow students to choose their seats. Then teacher mark this down and it becomes the sitting chart; and (d) the final option is to have no sitting chart at all. Realize, however, that without a sitting chart teacher loses a bit of control and also lose a powerful way to help learn student names. No matter which sitting chart option teacher choose, it is pertinent to reserve the right to change the sitting chart at any time in order to keep order in the classroom (Ilegbusi, 2013; Melissa, 2014).

Group Participation: In group classroom participation, every teacher wants to know how to motivate students to participate, and how to nurture more involved students and fewer apathetic ones. School is central to the daily life of many youths. They view schooling as essential to their long-term wellbeing, and this attitude is reflected in their participation in academic and non-academic pursuits (Eric, 2016). These students tend to have good relations with school staff and with other students – they feel that they belong to school. However, some youths do not share this sense of belonging, and do not believe that academic success will have a strong bearing on their future. These feelings and attitudes may result in them participate in disruptive behaviour in some cases and display negative attitudes towards teachers and other students. Meeting the needs of youths who have become disaffected from school is perhaps the biggest challenge facing teachers and school administrators.

Researchers have recently used the term engagement to refer to the extent to which students identify with and value schooling outcomes, and participate in academic and non-

academic school activities. Its definition usually comprises a psychological component pertaining to students' sense of belonging at school and acceptance of school values, and a behavioural component pertaining to participation in school activities (Willms, 2000). The psychological component emphasizes students' sense of belonging or attachment to school, which has to do with feelings of being accepted and valued by their peers, and by others at their school. Another aspect of the psychological component concerns whether or not students value school success – do they believe that education will benefit them personally (Johnson, Crosnoe & Elder, 2001).

Researchers have recently used the term engagement to refer to the extent to which students identify with and value schooling outcomes, and participate in academic and non-academic school activities. Its definition usually comprises a psychological component pertaining to students' sense of belonging at school and acceptance of school values, and a behavioural component pertaining to participation in school activities (Willms, 2000). The psychological component emphasizes students' sense of belonging or attachment to school, which has to do with feelings of being accepted and valued by their peers, and by others at their school. Another aspect of the psychological component concerns whether or not students value school success – do they believe that education will benefit them personally (Johnson, Crosnoe & Elder, 2001). Students who do not feel they belong to school, or reject becoming disaffected from school (Jenkins, 1995). They may gradually withdraw from school activities, and in school values, are often referred to in the literature as alienated or disaffected.

The participation component of engagement is characterized by factors such as school and class attendance, being prepared for class, completing homework, attending lessons, and being involved in extra-curricular sports or hobby clubs. In this report, the term student engagement is used in this broad sense to refer to students' attitudes towards schooling and their participation in school activities (Martens & Melter, 1990). The term disengaged from school is used to characterize students who do not feel they belong to school and have withdrawn from school activities in significant ways. Student engagement, as used in this report and in the literature, differs from reading engagement, as used in the Organisation for Economic Co-operation and Development (OECD, 2002), reading engagement refers specifically to students' motivation and interest in reading, and the time students spend reading for pleasure and reading diverse materials. Most of the research on engagement has been concerned with its relationship to academic achievement and whether or not students are likely to complete secondary school. Variables describing engagement have therefore usually been treated in analyses as predictors of other schooling outcomes, particularly academic performance. This report considers sense of belonging and participation as important schooling outcomes in their own right. Participation is seen as a disposition towards learning, working with others and functioning in a social institution, which is expressed in students' feelings that they belong to school, and in their participation in school activities. It has yet to be examined whether disengagement from school during the adolescent years will have longer term effects (Inngeroll & Smith, 2003). However, it can certainly be expected that students' attitudes towards school and their participation strongly affect their decision whether or not to pursue post-secondary studies.

Moreover, participation is not an unalterable trait of individuals, stemming solely from students' genetic make-up or their experiences at home. Rather, it entails attitudes and behaviour that can be affected by teachers and parents, and shaped by school policy and practice (Casterter, 2004). Most recent studies of student participation treat it as a predictor of academic achievement, inferring that being disengaged, or disaffected from school, causes poor academic

achievement. However, the theoretical literature argues that it is low achievement that causes students to withdraw from school, or that engagement and academic achievement go hand-in-hand. A few recent studies have treated group participation as an outcome variable, and have attempted to explain why schools vary in their levels of engagement (Finn & Voelkl, 1993; Johnson, Crosnoe & Elder, 2001; Lee & Smith, 1993). Lee and Smith (1993) found modest effects of school restructuring – heterogeneous grouping, team teaching and reducing the extent to which schools are organized by subject-area departments on the level of student participation. Finn and Voelkl (1993) found that attendance was less consistent and at-risk students were less engaged in schools where rules were not enforced rigidly.

Measures for Improving Teachers' Classroom Management

Teacher's classroom management techniques play very important part in the maintenance of good standard in educational system such as in secondary schools especially in Delta State. Teachers' classroom management techniques are some of the qualities of good teachers need in order to handle classrooms full of students to optimize students learning and achieve the purpose of education. Classroom management skills and techniques of teacher need to be improved to enable teachers make effective use of the classrooms to facilitate teaching and learning and ensure that students achieve the purpose of education. Teachers' classroom management skills are imperative especially in the facilitation of teaching and learning and accomplishment of classroom management and control. Supervising teachers' activities in the classroom can assist to improve their classroom management skills for quality assurance in schools. Teachers being responsible for controlling students' disruptive behaviours in the classrooms cannot effectively and efficiently carry out this task without themselves being directed and assisted. Ebirim (2012) maintained that, aim of supervision is to help teachers develop their skills for the purpose of improving classroom management and organization in schools. Monitoring of teachers' activities in the classroom is an important measure for improving teachers' classroom management skills. When the supervisor monitors the teachers at work in the classroom, he/she detects teachers' classroom management weaknesses and helps them to improve in their classroom management techniques and skills before it become a setback.

Organizing training workshops for teachers on classroom management techniques and skills can equally assist to improve teachers' classroom management skills for quality assurance in schools. Oboebgulem (2011) maintained that teachers need to be made relevant in the day-to-day activities of the classroom. She further suggested that, principals can do this through encouraging professional growth, by sending teachers to in-service training, organizing conferences and workshops. When training workshops are organized for teachers on classroom management, it will enable teachers to improve on their management skills in the classroom, thereby providing opportunity for quality assurance in schools.

Acquainting teachers with the latest innovative approaches in classroom management such as group management methods can equally assist to improve teachers' classroom management skills for quality assurance in schools. Nwite (2012) pointed out that, consistent professional renewal and career development for all teachers in secondary schools on classroom management skills beyond pre-service training is a welcome development to improve teachers' classroom managerial performance in classroom organization. Group management method as an approach to classroom management involves creating a positive classroom community with mutual respect between teachers and students (Bear, 2008). According to him, teachers using

group management approach offer warmth, acceptance, and support unconditionally- not on a students' behaviour. Teachers being acquainted with this innovative approach will enable them become more efficient in classroom management and ensure accomplishment of good standard in schools.

Motivating teachers to participate in seminars for their classroom managerial growth can help to improve teachers' classroom management skills for quality assurance in schools. In the light of the above, Wigwe (2013) argued that, teachers who participate in in-service training packages of secondary school teachers are better equipped to employ a number of interesting classroom management approaches to ensure effective classroom environment conducive for teaching and learning.

CONCLUSION

Teachers typically express concerns about lacking effective means to handle the disruptive behaviour of students. The ability of teachers to organize classrooms and manage the behaviour of their students is critical to achieving positive educational outcomes. It is evident that adequate classroom management strategy is generally regarded to be one of the most essential aspects of education as well as an absolute prerequisite to achieving instructional objectives and safeguarding students' psychological, social and physical well-being.

Suggestions

Based on the discussions and literature reviewed in the study, the research suggested the following ways for an effective proper classroom management:

- Teachers should adopt and utilize different classroom management techniques and strategies to ensure class control and enhance students' academic achievements;
- Teachers should assign students into group for active participation during lessons. This could be utilized as classroom management skills as it encourages students' engagement in classroom activities as well as connects them with opportunities to develop abilities in critical thinking and intellectual curiosity in school;
- Teachers should adopt time management skills in the classroom to sustained students' attention while efforts should be directed towards avoiding those factors that constitute impediments to their time management skills;
- Seminars and workshop should be organized for teachers in order to improve their skills in managing their classroom and there should be proper supervision of class activities by school heads;
- Students group participation during classroom management should be encouraged because students' engagement in classroom activities connects them with opportunities to develop abilities in critical thinking and intellectual curiosity in school.

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