

Effective Planning of Lesson and Classroom Management: Panacea for the Attainment of Academic Goals

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The ability of teachers to organize classrooms and manage the behaviour of their students is critical to achieving positive academic goals. There is a relationship between planning lessons and classroom management. A solid lesson plan forms the foundation of effective classroom management. Classroom management is regarded as one of the key responsibilities of a teacher. The more appropriately a teacher can manage the classroom, the more successful the class would be. The inability of teachers to effectively manage classroom behavior often contributes to the low achievement of students' success and learning outcomes. Building and promoting trust in the classroom environment is essential for students' success and this can always be achieved if teachers take time off to prepare for their lessons/lectures. Once you learn how to build trust with students, you will find that your classroom is a happier and more productive place. As the success of classroom management predominantly depends upon the teacher, a teacher should adopt all the possible strategies to create a learner-friendly as well as the teacher-friendly environment. This paper therefore discusses classroom management, need for classroom management, strategies for classroom management, the need for lesson plan in classroom management and characteristics of a good teacher in classroom management with regard to the attainment of academic goals. The paper however recommends that school authorities and all stakeholders should ensure that appropriate policies, incentives and practices are put in place to enable teachers acquire the knowledge and skills necessary to manage classrooms effectively. It also recommends the need for teachers to make a comprehensive lesson plan before going to the classroom to enable them have firm control of the class in order to achieve the needed academic goals.

Keywords: Classroom, Classroom Management, Lesson Plan, Learning, Teacher

I. Introduction

Teaching requires experts with immense experience to manage the classroom resourcefully. There is a relationship between effective classroom management and well-organized and planned lessons. Preparing lessons plan makes teachers to deliver their lectures/lessons with confidence and focus. To this end, the lesson plan is an important determinant of effective classroom management. A congenial atmosphere is a sine qua non for effective teaching and learning. Effective teaching and learning depend on some components i.e. teachers' content knowledge, capacity to manage the students, students' earnestness and inquisitiveness to attain knowledge and above all, sense of respect for the teachers. Padget (2013) pointed out that a stimulating learning environment is the product of learners' inquisitiveness as well as earnestness. Ekere (2019) cited in Ezemba, Uwaezuoke and Ogbunaya (2021), states that the classroom naturally provides the platform for effective teaching and learning to take place. This implies that the basic foundation for educational development and sustainable improvement in the standard of education is best achieved when the classroom environment is properly managed by the teacher. The teacher as manager has the sole responsibility of ensuring that the human and material resources of the school are utilized efficiently in order to achieve the academic goals and objectives of the school system (Isuku, 2018). Therefore, effective planning of lessons and classroom control and management no doubt, will lead to attainment of academic goals.

Concepts of Classroom and Classroom Management Meaning of Classroom

It is important to first define what a classroom is before explaining what classroom management is all about. Classroom is a specially designed space for the teaching of students/pupils without any disruption or interruption. Classroom according to Igwe and Amirize (2023), means a space provided in a school where students gather and the teacher meets them for a lecture. It is a room designed for the purpose of teaching and

learning. A classroom is a room put aside and specially designed and equipped for academic purposes. A classroom is understood to mean a room in a school where lessons or lectures take place. Teachers go there to mark work, plan lessons and teach their students. All pupils or students who attend school will go to classroom on a daily basis to learn and meet their fellow students and teachers. Classroom can also be referred to as a room in a school or college where groups of students are taught. To Ngerem and Okpe (2020), classroom is characterized by high expectations, excellence, standards and caring environment. It is specifically meant for special qualitative interactions, facilitation and pedagogical instructions between the teachers and the students and where this is not obtainable, distractive environment erupts.

The classroom according to Obi (2020), can be seen as the power-house where the success or failure of the learning process is generated and sustained. The expectations and objectives of formal education are accomplished in the classroom more than anywhere else through a well-articulated curriculum and this can only happen through effective classroom organization and management. The hue and cry about the falling standard of education in Nigeria can be attributable to lack of efficacy of our classroom management strategies

Classroom Management as a Concept

Classroom management according to Umoren (2010), is broader than the notion of student control and discipline; it includes all the things teachers must do in the classroom to foster students' academic involvement and cooperation in classroom activities to create a conducive learning environment. Classroom management remains one of the key factors affecting students' academic performance because effective classroom management sets the stage for teaching and learning. Classroom management therefore refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task and academically productive during a class. To Trust (2022), classroom management is an ongoing process. Every classroom will not look the same. However, every classroom needs to have the same end goal: students' success. To achieve students' success, educators must understand what classroom management is and what it looks like when it comes to instruction, environment, rules, relationships and discipline.

Classroom management is the way that teachers or instructors manage students' learning by organizing and controlling what happens in their classrooms. It refers to ways of maintaining order in the classroom and specifically to enforce discipline whenever problems arise. One of the essential classroom management techniques is setting clear expectations and rules from the beginning. This helps students understand the expectations and consequences of their behaviour/actions and provides a sense of order within the classroom. Classroom management encompasses a variety of skills and techniques that teachers can use to create a high-performing learning environment. At its core, it aims to ensure classes run smoothly, disruptive behaviour from students is kept to a minimum level and teaching materials and activities actually promote learning. The ultimate goal is to ensure that both the students and the teacher get the most out of the classroom experience. To Walter (2006), classroom management differs from one teacher to another because of the teacher's personality, teaching style, preparedness and the number of students in the classroom.

Management of Classrooms

Igwe and Amirize (2023) sees classroom management as that which embodies the arrangement of teachers and students, seats, adequate and proper walkways in the classroom, and adequate and proper positioning of other classroom furniture to facilitate an effective teaching-learning atmosphere. It is important that the classroom is comfortable, conducive and devoid of disciplinary problems. Therefore, the effective management of the classroom should be a joint responsibility of the learner, teacher, government and other stakeholders in education. Thus, Morse (2012) cited in Igwe and Amirize (2023) is of the view that classroom management involves curtailing learners' disruptive behaviours such as fighting and noise making, close observation, the arrangement of classroom learning materials and responding to students who suffer from poor sight (vision), poor reading, poor writing, poor spelling, shame, dullness, hyperactivity and poor study habits. However, Ololube, Dudafa, Uriah and Agbor (2013) opine that Classroom management is the orderly control of the students, the class environment and teaching materials in order to obtain the desired learning objectives, which can enhance the academic performance of students. Classroom management means knowing each student's level, and this means that teachers are able to create a learning environment to encourage positive interaction, engagement and motivation. This includes a plan for rules and procedures, guiding and reinforcing behaviour, motivating and engaging instruction and enhancing positive student-teacher relationships (Burden, 2020).

A study on the perceptions of teachers towards teacher-child relationships, behaviour and classroom management according to Chen, Lindo, Blalock, Yousef, Smith, & Hurt-Avila (2021) found five major findings which included beliefs in children, teaching strategies and acknowledging individual differences, challenges and relationships. One teacher shared that when the students know you believe in them, they begin to understand the material. Therefore, positive teacher-student relationships are vital for students' learning. Children who do not

have a relationship with the teacher will show misbehaviour. This can be frustrating and may affect the teacher's ability to meet their needs and manage the class effectively. This study also found that the teaching strategies used to reach the students are important in learning and classroom management. Thus, if the students want to stand up to work, let them. It is important to include fun, engaging lessons as well as adapting to their needs (Chen et al., 2021).

Student-teacher relationships are simple and a must for shaping the student's behaviour. Problems of behaviour can be reduced when the focus is on creating positive student-teacher relationships. Also, short and long-term benefits have been seen when these relationships have been cultivated. Problems arising from students' behaviours can be disruptive, and could negatively impact the student-teacher relationships. Therefore, it is important to prevent the occurrence of these behaviours, in a way that they do not interfere with classroom management and academic growth (Yassine, Tipton-Fisler, and Katic, 2020). According to Chandra (2015), teaching is not controlling, but rather working with the students to learn, grow and succeed together. By having strong student-teacher relationships with students, the classroom will be a place for each member to express his or her feelings and work together. Academic success depends on these close relationships and guidance that teachers and students have with one another.

Classroom management aims at establishing student self-control through a process of promoting positive student's achievement and behaviour. Thus, academic achievement, teacher efficacy and teacher and student behaviour are directly linked with the concept of classroom management. Abel (2011) cited in George, Sakirudeen and Sunday (2017), asserts that classroom management is a skill that can be acquired like any other profession. It is a skill that must be practised to achieve proficiency. Classroom management thus requires specific skills such as planning, organizing as well as an aptitude for team work. It requires a great deal of commitment, initiatives, teachers' willingness to adjust, creative thinking and actions.

Effective Planning of Lesson and Classroom Management

A solid lesson plan forms the foundation of effective classroom management. Therefore, making sure expectations are clear will help to create a safe and productive learning environment for students. The lesson plan preparation should ideally be done before the start of term or semester, so that you are able to enforce the plan and any rules immediately. A substantial number of studies have been carried out with reference to the role of planning lessons on teachers' classroom management skills. As a consequence, it is almost impossible to have an accurate perception of the effects a lesson plan has on efficient classroom management. To this end, a number of researches have been conducted globally with regard to the effects a lesson plan has on efficient classroom management. Therefore, the following studies will help shed light on the relevance of planning lesson as it relates to classroom control and management.

Chandra (2015) carried out a study entitled "Classroom Management for Effective Teaching". The study aims at investigating issues that constitute impediments to effective classroom management. The study offers a pragmatic suggestion to surmount the barriers of effective teaching to the effect that lessons should be well-planned with the objective that the class time should be aligned with the learning activity.

Singh (2005) in his study emphasized the need for a lesson plan by focusing on the need to first determine the objectives of the class so that teachers can teach the students in an organized, ordered and systematic way. Singh concluded that lessons plan can help motivate the teachers to be self-reliant and increase their confidence as they define the road map of the class.

Borich (2007), cited in Ahmad, Ismail, and Khanum (2021) noted that a lesson plan is a pivotal component in the process of maintaining the standard quality of the lesson. Creating a lesson plan helps the learners to understand what they are going to learn which is imperative for getting themselves ready to move forward with the plan.

Cicek and Tok (2012) conducted a study entitled "Effective Use of Lesson Plans to Enhance Education in the U.S. and Turkish Kindergarten through 12th Grade Public School". The study revealed that the teacher is the single most important factor in making the classroom active and participatory. The study also found that teaching with a proper lesson plan gives the additional encouragements to the pupils (students). Through the systematic planning of the lesson, a teacher turns out to be an effective teacher. Having a lesson plan will not only help the teacher to instruct the students properly but it also assists the students to be engaged with the lesson content keenly.

VanDerveer (1989) explained that planning and effective classroom management can profoundly prevent disciplinary issues in the classroom. He went further to elucidate that the definitive way of avoiding indiscipline in the classroom is to implement a lesson plan in the classroom. VanDerveer illustrates that lesson plan helps to keep the learners engaged and be motivated all the way through the class time. Bauer (2001) noted that a well-organized classroom environment is the product of teachers' road-map about the lesson and potential reactions of the students.

Planning lesson is the direction for the teaching process for the teachers. It guides the teachers to conduct the class in accordance with pre-planned plan. This plan is tremendously significant for classroom management. Neeraja (2003) noted that designing a lesson plan is the very core strategy by which tutors apply their knowledge as well as ability in the classroom. There is a saying: “fail to prepare, prepare to fail”. It is a mantra we preach to our students but it is also one that rings true for us teachers as well. If we walk into a classroom with no clear plan for what is about to happen, we can almost guarantee the result will be a classroom full of unruly and unengaged students. Lesson plans and good classroom management are practically intertwined. When you have it, it minimizes the opportunity for classroom distraction and if executed well, keeps students on task and engaged (Igwe and Amirize, 2023). As teachers, it is important that we have a greater vision for where we want to lead students in their learning besides our daily lessons. That vision is reflected in how we explicitly plan lessons. Planning is more than jotting down the page number or activity. It is thoughtfully considering what you want them to learn, how they will express what they learnt and how you will assess what they have learnt. Many out-of-control classrooms do not have explicit planning at their core.

Planning is regarded as one of the significant factors that promote effective classroom management. Determining lesson plan prior to joining the lesson is enormously crucial in the sense that it allows teachers to have more control over in the classroom setting and to teach effectively. Hence, it is very essential to organize a lesson plan training for teachers to produce a learning-friendly atmosphere (Ahmad, Ismail and Khanum, 2021)

To Furkatovna (2020), lesson plans and good classroom management are practically intertwined. When you have a carefully constructed lesson, it minimizes the opportunity for classroom distractions, and if executed well, keeps students engaged on tasks. If we walk into a classroom with no clear plan for what is about to happen, we can almost guarantee the results will be a room full of unruly, uninterested and unengaged students (Furkatovna, 2020). Furkatovna (2020) further asserts that a teacher must come to class prepared. To him, the beauty of a lesson plan is that it means before coming to class, you are aware of the resources you need to execute a successful lesson and can come to class fully prepared. If your lesson includes technology, where possible give it a trial run before the actual lesson and also have a plan B. No matter how good the technology is, be mindful that there is always rooms for glitches and it is better to be safe than sorry (Furkatovna, 2020).

Need for Effective Classroom Management

According to Adzongo and Olaitan (2019), the classroom teacher is saddled with a lot of functions to perform in the teaching and learning process. One of the most challenging functions of the classroom teacher is classroom management and control. A teacher’s effectiveness in teaching is assessed by his ability to use varied classroom management techniques to control students towards effective and meaningful learning during instruction. Meaningful teaching and learning cannot be achieved in a classroom environment characterized by noise making and other distractions by pupils or students.

Teachers play a major role for effective class control. It is the responsibility of the teacher to make his/her class interesting so that students are keen to attend and participate in the class. Some of the teachers keep complaining about the class which they teach. The problem is normally related to student’s behaviour and discipline. According to Oliver and Reschly (2007), highly effective teachers structure the classroom environment so that it decreases the likelihood of inappropriate student behaviour, increases desirable student interactions and sets up students for success.

One of the best proven ways of establishing and maintaining discipline in the classrooms is for the teacher to conscientiously prepare and teach his lesson. The students who are involved in interesting and purposeful activity will have no time for disorderly behaviour. As a result of effective teaching and good classroom management, students will form the habit of behaving in an orderly manner in the class. If the teacher dresses neatly, is friendly, considerate and helps the students with their problems, the desirable qualities of the teacher will make the students like the teacher, the students will voluntarily submit to the teacher’s control (Obi, 2020).

In an empirical study carried out by George, Sakirudeen and Sunday (2017) on “Effective Classroom Management and Students’ Academic Performance in Secondary Schools in Uyo Local Government Area of Akwa Ibom State, it was found that effective classroom management significantly influences senior secondary one (SS1) students’ academic performance in Uyo Local Government Area, Akwa Ibom State. This result is in line with the views of Ndiyo (2011), which asserted that among the factors that influence students’ academic performance, teachers’ efficiency in classroom management stands out as the most important. The result is also in agreement with Baker (2000) who states that effective classroom management techniques support and facilitate effective teaching and learning, in so doing, enhancing students’ academic performance.

Effective classroom management is incredibly important because without it you will not be able to create a learning environment that has a positive classroom culture. Achieving effective classroom management also reduces the likelihood of suffering from work-related stress and anxiety and you will probably find that it leads to greater work satisfaction. Let us face reality: we all want to be able to go to work every day with a

smile. Not only will it encourage your students to grow, but you will also start to perform better as a teacher, which will stand you in good stead when it comes to career progression and development. Simply put, effective classroom management is essential. Not only will it allow you to do your job properly, but it will also ensure your students fulfill their full potential.

Classroom Management Strategies

- **Prepare a Solid lesson Plan:** A solid lesson plan forms the foundation of effective classroom management. Making sure expectations are clear will help to create a safe and productive learning environment for students. The lesson plan preparation should ideally be done before the start of term or semester, so that you are able to enforce the plan and any rules immediately. However, you should be able to adapt your plan where necessary, as some unforeseen circumstances may mean you need to rethink certain parts of it.
- **Build a Positive relationship with your Students:** Building relationships with your students is vital. Good classroom management involves getting to know each individual's strengths and weaknesses, while also working out their interests and ambitions. This will help to build trust, which will not only benefit their academic learning but can also positively influence their personal development as well. At some point, we have all been students, and from experience, we know that our favourite lessons often have to do with the teacher and the working relationship you have with them.
- **Be Clear and Develop reliable Routines:** Most students often like to know what is expected of them so that they can prepare accordingly and feel comfortable in a classroom environment. Classroom management strategies that make them feel safe and secure will likely have a positive impact on their motivation and productivity. It is therefore the role of the teacher to ensure that your instructions are clear and you have reliable routines in place to limit disruption. Seating plans are a core pillar of classroom management, seating students in a place that is best suited to them can help to orchestrate successful learning (Furkatovna, 2020).
- **Stay Calm and Focused:** How you behave will have a direct impact on your students, which is why you should always try to stay calm and focused. This will help to keep your students at ease and show disruptive members of the class that you can't be easily rattled. When classrooms start misbehaving, it is often because they have spotted a weakness that they thrive on chaotic teaching. While teaching can be a very stressful job, good classroom management involves having the maturity and calmness to deal with challenging situations effectively. Teachers need to focus attention on the entire class and must not talk over student chatter. Teachers should move around the room so that students can pay attention more readily and give students non-verbal cues. Lessons should be planned to ensure that the period is filled with learning activities. Teacher should have a knack to memorize students' names as quickly as possible. It enhances class control and confidence of the teacher.
- **Be Consistent in your Teaching Style:** You should always try to keep your teaching style consistent so that students know what to expect and are aware of the boundaries you set. If you teach in a completely different way every other week, this can not only be disruptive for the class but also makes the classroom harder to manage. While you should always be adaptable and flexible in your approach, having a clear way of doing things and handling situations, makes life a lot easier for everyone. A blended learning approach is a tried and tested method. Blair (2016), states that transparency, honesty and firmness by the teacher make the students respect and accept the teacher's judgement. If the teacher punishes one offender, he should also punish another student who commits the same offence. This raises questions of consistency. If the class knows for certain that a particular misbehaviour will attract a certain matching punishment, self-control will be achieved. Therefore, the teachers' consistency has the propensity of securing pupils assurance of living in a classroom characterized by discipline and good behaviour.
- **Positive Reinforcement for Good Behaviour:** In terms of classroom management, the use of praise is arguably the most powerful positive reinforcement for good behaviour. When teachers acknowledge and applaud positive actions, it means they encourage those types of positive behaviour that students need to follow. Through the acknowledgement of good behaviour, teachers are providing students with a framework of what good behaviour looks like which students can begin to follow. Praise for good behaviour should be specific, positive, verbal and in acknowledgement of positive social or academic actions or performance. This improves students' behaviours as it tells students exactly what they are doing right. The encouragement of good behaviour can have a profound impact on your classroom management if students are well behaved and there are fewer disruptions in class.
- **Know when to have laugh:** The final point on our list of classroom management strategies is to ensure you keep your sense of humour and have fun. Students can often be challenging, so rather than reacting badly to certain situations and start pulling your hair out, make sure you retain your sense of humour and be more approachable. Telling the odd joke and having a laugh with your students never did anyone any harm, and is a good way of building relationships with them.

It is worthy of note in line with the assertions of Abraham (2000) and Okafor (2012) cited in Obi (2020), that the classroom must be comfortable for the teacher to give his best and the students to learn effectively. Teachers can only teach and manage his class effectively if the facilities are adequate and of high standard. The classroom in which children spend more of the active hours of each day must be friendly with proper illumination, devoid of noise, painted with friendly and calm colours with seats arranged in rows. Each child must sit free from other pupils. They should not sit shoulder to shoulder. Modern classrooms should have decent lavatories attached to them as well as challenging aids, including computers, overhead projectors, etc.

Challenges in Classroom Management

Indiscipline is a problem normally faced by teachers and it creates a hindrance in the teaching process. Due to indiscipline situation, students are not punctual as they arrive late to classes or simply bunk classes particularly if they find the classes not to be very interesting as some teachers are unable to create interest in the class. This may be a result of lack of lesson plan.

Poor seating arrangement due to lack of space; causing students to sit too close to each other without having adequate space in between their seats is equally a challenge in classroom management as this could hinder the teacher from attending personally to each student. This can easily constitute a classroom management problem to the teacher (busy teacher. org (nd) in Ezemba, Uwaezuoke and Ogbunaya, 2021) .

Disruptive behaviour is a particular problem in classroom management. Thus, the ability of teachers to prevent or address disruptive behaviour becomes especially important. The inability of teachers to effectively manage classroom behaviour often contributes to the low achievement of academic goals.

High noise level: A noisy class is a big classroom management challenge. Whenever students become unruly and noisy, it is said that the teacher has lost control of the class. This is a big classroom management challenge because the objective of the school system cannot be realized under such circumstances (Ezemba, Uwaezuoke and Ogbunaya, 2021) .

Personality clashes can be a challenge in classroom management. Naturally, a classroom is made up of students with different personalities, the extroverts and the introverts. Whenever a teacher fails to identify those with these extreme personalities, it becomes a classroom management challenge to the teacher because the extroverts will end up dominating the class to the detriment of the introverts.

Time constraints also constitute a problem in classroom management. There are times teachers work under limited time. They could be under pressure from the school management schedule or the curriculum may be too cumbersome for the limited time allotted for its accomplishments. This could easily constitute a big classroom management challenge to the teacher.

Class size that is sometimes too large can result in classroom management challenge. When the class size is too big, it poses a big classroom management challenge to the teacher. Imagine a teacher handling between two hundred to three hundred students in a class when ideally it is not supposed to be so.

Characteristics of a Good Teacher

Good teaching by a teacher according to Ngerem and Okpe (2020) affects eternity as the teacher can never tell where his influence stops. Every teacher wants to be a good teacher, but what is this myth about being a "good teacher"? Who is it? What are the characteristics? And how can you become one? Teaching jobs are often lucrative and satisfying for people who love to teach and are loved by majority of their students (Ngerem and Okpe, 2020). Adams (2016) cited in Ngerem and Okpe (2020), identified some relevant characteristics a person who involves in a teaching job should possess in order to become a very good teacher with large fan base as follows:

- **Friendliness and Congeniality:** Arguably, the most important characteristic a good teacher can have is to be friendly and congenial with his students. It is a plus if his students can share their problems with him without being afraid or hesitant. Many students have always thought of their teachers as their enemies (in a funny sense though). With this mentality, they can never be close to each other. It is thus obvious that any teacher that is not friendly is likely not to be liked by the students
- **A Good Personality:** A good teacher should have a very good personality; there is no second thought about it. Students always get attracted to teachers with good personality which leads to better communication, understanding and ultimately good results. Every teacher can have a good, decent, likable and presentable personality. All he or she needs is just to dress sensibly well, smell good and be a little gentle and kind. That is all you need to get attracted to students.
- **Deep Knowledge and a Great Education:** Another important characteristic of a good teacher is his knowledge and his own education. There is a saying that 'a teacher is only as good as his knowledge is.' After all, he is doing a teacher's job, which is to teach. If he himself lacks in the knowledge of a certain subject that he teaches, he is never going to make a name for himself. So, sign up with only that subjects which you have really good expertise; and it is a moral duty too. Otherwise, it is not worth it.

- **A Good Communicator:** One of the very important characteristics of a good teacher is his communication skills. He should be a very good speaker. This characteristic will provide benefits in several ways. For example, if his communication skills are good, he can convey his lectures with better skill and results. If he is a good speaker, his class strength increases automatically. People love to hear a person who can speak well enough. There is always a shortage of good speakers in the world.
- **A Good Listener:** Apart from being a good communicator, a good teacher should also have the characteristic of being an even better listener. There is a Turkish proverb which says: "If speaking is silver; then listening is gold". Remember, a good listener will always have many friends and fans. Because people do not want to hear every time, they need people who can listen to them as well. When a good teacher develops this patient quality in him, he starts to become a great teacher.
- **A Good Sense of Humour:** A good teacher should also have the quality and characteristic of having a good sense of humour. It is a logical fact that a person generally teaches the next generation, and as they are younger than the professor, they are expected to have more fun in the class too. So, a good teacher is the one who can keep up with his sense of humour, and with his strong communication skills and personality, can also maintain the discipline of the class.
- **Kindness:** This is obviously one of the most important characteristics a teacher can have in his or her box of qualities. He should be a gentle, kind, chivalrous, and benevolent person. Students should love him and when they do love him, they idolize him. Then ultimately, they will respect him, they will do their assignments or homework. This relationship will eventually bring greater outputs and results.

II. Conclusion

It is a known fact that there is a relationship between effective planning of lessons, classroom management and achievement of academic goals. Classroom management is crucial for creating a positive learning environment and ensuring that students remain engaged and disciplined throughout the learning process. One of the essential classroom management techniques is setting clear expectations and rules from the beginning. This helps students understand the expectations and consequences of their behavior/actions and make them cultivate a sense of order within the classroom.

III. Recommendations

The lesson plan of teachers should be made in order to ensure an organized classroom management.

Teachers should establish rules and regulations in the classroom in order to guide against disruptive behaviour during lectures/lessons.

Teachers should always implement their classroom management skills to enable it affect students' academic performance positively.

The effective management of the classroom should be a joint responsibility of the learner, teacher, government and other stakeholders in education.

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