

# Effective Classroom Management Practices among Public Senior Secondary School Teachers in Anambra State

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## ABSTRACT

This study investigated classroom management practices among teachers in public senior secondary schools in Anambra State. Three research questions and hypotheses were formulated to guide the study in line with the stated specific objectives of the study. Descriptive research design of the survey type was adopted and the population of the study comprised 3395 teachers in public senior secondary schools in the six education zones in Anambra State. The sample size consisted of 556 teachers representing 16% of the total population drawn using a stratified sampling technique based on educational zones. The instrument for data collection was the researchers-designed 41-item questionnaire tagged; “Effective Classroom Management Practices Among Public Senior Secondary School Teachers’ Questionnaire (ECMPPSSTQ).” The instrument was validated by three experts and the reliability coefficient of 0.84 was determined using Cronbach alpha. Research questions were answered using mean and standard deviation while t-test statistics was used to test null hypotheses at 0.05 level of significance. Findings revealed that teachers in public senior secondary schools in Anambra State are aware of various classroom management practices to a high extent. The study concluded that teachers are conversant with various techniques and strategies to ensure classroom management and control in public secondary schools in Anambra State. The study, therefore, recommended the following among others; secondary school teachers should adopt and utilize different classroom management techniques and strategies to ensure class control and enhance students’ academic achievements.

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**KEYWORDS:** Classroom, management strategies, class control, public secondary school, Anambra State

## INTRODUCTION

The classroom is the immediate management context for acquiring formal information and skills. It provides a haven for both teachers and students to engage in educational activities. The classroom consists of teachers, students, learning materials, and the atmosphere. As a result, Wigwe (2013) stated concisely that the classroom is the powerhouse where the success or failure of the teaching-learning process is sustained. It is a learning environment in which all aspects beneficial to learning, such as physical-sensory elements such as lighting, colour, sound, space, and furniture, are present. The classroom does not always imply an empty room; it can also refer to

laboratories, workshops, and other facilities. The anticipation and objectives of formal education are typically met in the classroom through efficient classroom management and a well-planned curriculum.

Management in this instance can be seen as the process of designing and maintaining any setting in which people work in groups to accomplish predetermined goals. The concept of any setting implies that management applies to all enterprises, including educational settings. Management in the classroom refers to concerns of supervision, the act of

successfully handling or controlling classroom activities. Teachers work to establish an environment that encourages and promotes both academic and non-academic learning. The classroom teacher's capacity to exert acceptable control over pupils' behaviour in the classroom is determined by the teacher's knowledge and level of classroom management abilities. Management, according to Ogbonnaya (2014), is the coordination of an organization's resources through the act of planning, organizing, directing, and managing all energies aimed at accomplishing organizational goals. Management also includes the act of running or controlling anything, as well as the ability to deal with people or situations in any way (Adeyemo, 2012). Management is also defined as a way in which a group of individuals at the highest level of an organization plan, organize, communicate, coordinate, control, and guide the actions and activities of people who work for the organization to achieve organizational objectives (Loomiz, cited in Adeyemo, 2012). Some people believe that education and management are incompatible; management is viewed as an industry-specific process that does not occur in education. A teacher's management position is thus not the same as that of an accountant or a bank manager, but management is unquestionably an institution-based activity with specified goals, and a school is no exception. A school has objectives to achieve its goals, and to reach these goals, the many people with duties in the school, particularly in the classroom, must plan, organize, and lead.

Teachers have several responsibilities in the teaching and learning process. Classroom management and control are one of the most difficult duties of the classroom teacher. Meaningful teaching and learning cannot be achieved in a classroom environment characterized by noise making and other distractions by students. The academic achievement of students in a particular classroom can be attributed to the teacher's ability to manage and control the classroom during instruction. In a word, classroom management is a well-informed activity made by instructors to use all available resources in schools to promote teaching and learning. Classroom management refers to instructors' efforts to establish an environment that promotes and facilitates both academic and social-emotional learning (Everton & Weinstein, 2006). Teachers' participation and cooperation in classroom activities contribute to the creation and maintenance of a constructive learning environment. Oboegbulem (2011) defined classroom management as the organization of pupils and grouping of activities into units to facilitate successful teaching and learning. Classroom management, according to Alberto and

Troutman (2010), comprises the teacher's capacity to cooperatively manage time, space, resources, students' responsibilities, and behaviours to create an environment that promotes learning. Classroom management provides the provisions and procedures required to create and maintain an environment conducive to instruction and learning. Certain skills are essential for efficient classroom management. These are referred to as classroom management controls. Discipline, motivation, time management, and communication skills are examples of these. The most specialized abilities required of a teacher for efficient teaching and classroom organization are classroom management controls. It takes a lot of effort and skill to manage a classroom full of pupils. The instructor must be competent and educated in the subject under consideration, as well as know-how to control a class and keep discipline and order in the classroom. Classroom management is a challenging activity in the educational process. It requires instructors' talent, abilities, enthusiasm, and capacity to manage classrooms because it directly interacts with learner behaviours. Furthermore, classroom management is the process of ensuring that classroom lessons operate smoothly in the face of disruptive student behaviour. The word can also relate to the avoidance of disruptive student behaviour. Classroom management encompasses all of the fundamental actions that are required not only to develop but also to maintain a supportive and orderly environment. It includes the planning and preparation of teaching and learning materials, the organizing of materials, the décor of the classroom, the formulation of expectations, and the establishment and enforcement of classroom norms and routines. Classroom management is required for attaining instructional goals and protecting the well-being of students who are the focus of teaching and learning activities. Classroom management also includes planning, overseeing, managing, and organizing the activities of students during the teaching-learning process. Classroom management strategies, techniques, and practices, as described in this study, refer to measures employed by teachers to maintain decorum in the classroom and, as a result, establish a healthy and conducive learning environment.

### Statement of the Problem

The importance of good classroom management in achieving educational objectives cannot be overstated, as children frequently demonstrate deviant behaviour in the classroom. In any educational institution or system, classroom management and control are critical. No curriculum preparation is complete unless it is implemented, which is mostly done in the classroom by the teacher. Teachers are the

final arbiters of the classroom environment, as they play critical roles in shaping pupils' behaviours. Teachers who plan strategically can overcome numerous classroom issues such as disruptions, deviant behaviour, or student misbehaviour. The way a teacher handles the classroom and the strategies used will alter students' attitudes toward learning. However, in recent years, public secondary education in Nigeria has been plagued by crises of varying severity and scale, including overcrowding and indiscipline among pupils in the classroom, all of which have combined to suggest that the system is in a bind. This is made more concerning by the consistent drop in student performance in both the West African School Certificate and the National Examination Council Examinations, particularly in Anambra State. The researchers observed that most public secondary school classrooms in Anambra State are overcrowded, which may be related to the researchers' observations. The teacher-student ratio of 1:100 in the majority of these schools is a testament that contradicts the Revised National Policy on Education (2014), which suggested a teacher-student ratio of 1:40 for a regular school. This study is concerned with whether the expectations and objectives of secondary education in Nigeria are influenced by inexperienced teachers and poorly managed classrooms. As a result, the purpose of this research is to identify classroom management practices for efficient instructional delivery among public senior secondary school teachers in Anambra State.

### Aim and Objectives of the Study

This study is aimed at investigating classroom management practices among teachers for effective instructional delivery in public senior secondary schools in Anambra State. Specifically, the study sought to;

1. identify classroom management practices for effective instructional delivery adopted by teachers in public senior secondary schools in Anambra State.
2. determine the extent to which teachers utilize time management as a classroom management practice for effective instructional delivery in public senior secondary schools in Anambra State
3. examine the extent to which teachers ensure effective discipline as a classroom management practice for effective instructional delivery in public senior secondary schools in Anambra State.

### Research Questions

The following research questions guided this study:

1. What are the various classroom management practices for effective instructional delivery

adopted by teachers in public senior secondary schools in Anambra State?

2. To what extent do teachers utilize time management as a classroom management practice for effective instructional delivery in public senior secondary schools in Anambra State?
3. To what extent do teachers ensure effective discipline as a classroom management practice for effective instructional delivery in public senior secondary schools in Anambra State?

### Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

**H0<sub>1</sub>:** There is no significant difference between the mean response scores of male and female teachers on the various classroom management practices adopted in public senior secondary schools in Anambra State

**H0<sub>2</sub>:** There is no significant difference between the mean response scores of male and female teachers on the utilization of time management as a classroom management practice for effective instructional delivery in public senior secondary schools in Anambra State

**H0<sub>3</sub>:** Significant difference does not exist between the mean response scores of male and female teachers on effective discipline as a classroom management practice for effective instructional delivery in public senior secondary schools in Anambra State

### Methodology

This study adopted a descriptive survey design. The population of the study comprised 3,395 teachers in public senior secondary schools located in the six education zones in Anambra State. A stratified sampling technique was employed to sample 556 teachers representing 16% of the total population. The sample size comprised two hundred and forty-nine (249) male teachers and three hundred and seven (307) female teachers. The stratification was based on educational zones. The instrument for data collection was the researchers-designed questionnaire tagged "Effective Classroom Management Practices Among Public Senior Secondary School Teachers' Questionnaire (ECMPPSSTQ)." The questionnaire has two sections – A and B. Section A is structured to collect the demographic data of the respondents. Section B is structured to collect information on the variables of the study. The items are designed on a four-point rating scale of Very High Extent (4); High Extent (3); Low Extent (2) and Very Low Extent (1) and Strongly Agree = (SA), Agree = (A), Disagree = (D), Strongly Disagree = (SD) weighed 4, 3, 2 and 1 respectively. Three experts in Educational Management and Educational Psychology, Guidance and Counselling Departments, Faculty of Education,



University of Port Harcourt assisted to determine the face and content validities of the instrument. Cronbach Alpha method was used to measure the internal consistency of the items. After computation, the reliability coefficient of the questionnaire indicated a value of 0.84. The instrument was administered to the respondents in their various schools with the help of three research assistants. Direct delivery and retrieval system were used.

However, out of the 556 copies of the questionnaire that were administered to the respondents, 550 copies were duly completed and returned and were then used for data analysis. Mean and standard deviation were used to answer research questions whereas the null hypotheses were tested at 0.05 level of significance with the use t-test. 2.50 was used as the criterion mean.

## Results

### Answers to Questionnaire statement items

**Research Question 1:** What are the various classroom management practices adopted by teachers for effective instructional delivery in public senior secondary schools in Anambra State?

**Table 1: Summary of Mean and Standard deviation of respondents on the various classroom management practices adopted by teachers for effective instructional delivery in public senior secondary schools in Anambra State**

S/N	Items	SA	A	D	SD	X	SD	Decision
1	Teachers use punishment as a classroom management technique	156 (28%)	275 (49%)	70 (13%)	55 (10%)	3.21	0.98	Agree
2	Verbal instruction is utilized as a classroom management strategy	123 (22%)	301 (54%)	100 (18%)	32 (8%)	2.82	0.86	Agree
3	Reinforcement and reward are used by teachers as classroom management techniques	89 (16%)	376 (68%)	51 (9%)	40 (7%)	3.30	0.83	Agree
4	Innovative instructional strategies are used by teachers during lesson	54 (10%)	39 (7%)	189 (34%)	276 (50%)	1.99	1.08	Disagree
5	The use of behaviour contracts is a classroom management technique	36 (6%)	67 (12%)	194 (35%)	259 (47%)	2.13	1.05	Disagree
6	Stimulating the classroom environment is a perfect technique used in the classroom	189 (34%)	301 (54%)	40 (7%)	26 (5%)	3.00	0.85	Agree
7	Regular use of questions during instruction is utilized to exercise classroom control	157 (28%)	298 (54%)	61 (11%)	40 (7%)	3.38	0.81	Agree
8	Teachers acting as models and being vigilant are classroom management techniques utilized by teachers	164 (28%)	301 (55%)	54 (10%)	37 (7%)	3.16	0.79	Agree
9	Teachers seldom use humour as a classroom management technique	180 (32%)	334 (60%)	24 (4%)	18 (3%)	3.04	0.91	Agree
10	Focusing and monitoring are techniques utilized by teachers to maintain decorum during lessons	208 (37%)	185 (34%)	107 (19%)	56 (10%)	3.54	0.77	Strongly Agree
11	Time management is a technique utilized by teachers	78 (14%)	31 (6%)	158 (28%)	289 (52%)	1.94	0.81	Disagree
12	Group participation is a classroom management approach	189 (34%)	307 (55%)	40 (7%)	20 (4%)	2.89	0.96	Agree
13	Teachers utilized effective discipline to ensure classroom control	154 (28%)	299 (54%)	70 (13%)	33 (6%)	3.43	0.77	Agree
14	Class arrangement is an effective approach to maintaining classroom decorum	149 (27%)	304 (55%)	63 (11%)	40 (7%)	3.11	0.75	Agree
	<b>Grand Mean</b>					<b>2.92</b>	<b>0.87</b>	<b>Agree</b>

**Research Data, (2022) N = 556**

The descriptive analysis in Table 1 presents the responses of teachers on the various classroom management practices adopted by teachers in public senior secondary schools in Anambra State. Table 1 showed that the grand mean score of respondents was 2.92 with a standard deviation of 0.87. Thus, respondents agreed on the various classroom management practices adopted by teachers in public senior secondary schools in Anambra State.

**Research Question 2:** To what extent do teachers utilize time management as a classroom management practice for effective instructional delivery in public senior secondary schools in Anambra State?

**Table 2: Summary of Mean and Standard deviation of respondents on the extent teachers utilize time management as a classroom management practice for effective instructional delivery in public senior secondary schools in Anambra State**

S/N	ITEMS	VHE	HE	LE	VLE	X	SD	Decision
15	Regular attendance of classes by teachers enhances classroom management and control	234 (42%)	167 (30%)	80 (14%)	75 (13%)	3.16	0.84	VHE
16	Teachers' interactions with students serve as classroom management techniques	179 (32%)	256 (46%)	71 (13%)	50 (9%)	2.96	0.71	HE
17	The way teachers give assignments to students enhances classroom management	157 (28%)	301 (54%)	56 (10%)	42 (8%)	2.79	0.91	HE
18	If students are held accountable for their classwork, it helps them make use of class time	323 (58%)	167 (30%)	46 (8%)	20 (4%)	3.17	0.71	VHE
19	Time is maximized when teachers monitor students' progress	350 (63%)	126 (23%)	59 (11%)	31 (6%)	3.11	0.84	VHE
20	Effective communication between the teacher and student about what to do enhances time management	189 (34%)	278 (50%)	46 (8%)	43 (8%)	2.89	0.95	HE
21	Setting date for submission of assignment help students to be time conscious	176 (32%)	301 (54%)	60 (11%)	19 (3%)	2.89	0.88	HE
22	Lessons that are enriched with teaching aids help time management	302 (54%)	145 (26%)	62 (11%)	47 (8%)	3.10	0.89	VHE
23	Time management comes after much practice and enhances classroom management	123 (22%)	105 (19%)	147 (26%)	181 (33%)	2.39	0.95	LE
24	Well planned and structured lessons aid effective time management	300 (54%)	189 (34%)	43 (8%)	24 (4%)	3.20	0.76	VHE
25	The principal's regular supervision helps teachers in managing their time	211 (38%)	276 (50%)	40 (7%)	19 (3%)	2.71	0.96	HE
26	Well managed group activities help in time management	184 (33%)	309 (56%)	39 (7%)	24 (4%)	2.79	1.06	HE
27	Unplanned time may result in students' disruption	198 (36%)	287 (52%)	49 (9%)	22 (4%)	2.92	0.89	HE
	<b>Grand Mean</b>					<b>2.70</b>	<b>0.87</b>	<b>HE</b>

**Research Data, (2022) N = 556**

The data presented in table 2 shows that respondents rated five items as very high extent, eight items as high extent and one item as low extent. The grand mean stood at 2.70 with a standard deviation of 0.87 showing homogeneity. Judging by the result, respondents agreed that to a high extent, teachers utilize time management as a classroom management practice in public senior secondary schools in Anambra State. Therefore, the answer to research question one is that teachers to a high extent utilize time management as a classroom management technique.

**Research Question 3:** To what extent do teachers ensure effective discipline as a classroom management practice for effective instructional delivery in public senior secondary schools in Anambra State?

**Table 3: Summary of Mean and Standard deviation of respondents on the extent teachers ensure effective discipline as a classroom management practice for effective instructional delivery in public senior secondary schools in Anambra State**

S/N	ITEMS	VHE	HE	LE	VLE	X	SD	Decision
28	Students are not permitted to be loitering about during a class period	205 (37%)	300 (54%)	30 (5%)	21 (4%)	2.80	0.94	HE
29	Reprimand is used to correct deviant and delinquent behaviour among students	157 (28%)	321 (58%)	48 (9%)	30 (5%)	2.98	0.96	HE
30	Certain rights and privileges are withdrawn from students as a measure to correct aberrant behaviour	190 (34%)	216 (39%)	102 (18%)	48 (9%)	2.66	0.99	HE
31	Teachers use rewards and praises to encourage discipline among the students	145 (26%)	287 (52%)	74 (13%)	50 (9%)	2.89	0.86	HE
32	Teachers use sanctions or threats to make students obey certain rules and regulations	290 (52%)	211 (38%)	32 (6%)	23 (4%)	3.46	0.61	VHE
33	Teachers enact rules and regulations that restrict students from unauthorized movement both within and outside the classroom	276 (50%)	188 (34%)	66 (12%)	36 (6%)	3.10	0.78	VHE
34	Closeness and relationship between teacher and students lead to an increase in the students' motivation	271 (49%)	214 (38%)	40 (7%)	31 (6%)	2.63	0.88	VHE
35	Teachers who apply discipline techniques in the classroom have students that show more responsibility in their behaviour	187 (34%)	251 (45%)	48 (9%)	70 (13%)	3.00	0.84	HE
36	Self-discipline promotes students' responsibility in the classroom	122 (22%)	137 (25%)	111 (20%)	186 (33%)	2.46	0.78	LE
37	Teachers' academic personality and morality traits influence classroom discipline	296 (53%)	121 (22%)	74 (13%)	65 (12%)	3.13	0.80	VHE
38	Teachers' professional commitment is effective in achieving positive discipline in the classroom	211 (38%)	286 (51%)	33 (6%)	26 (5%)	2.68	0.96	HE
39	Teachers that have boundaries in their relationship with their students encourage good behaviour and discipline in their class	198 (36%)	300 (54%)	20 (4%)	38 (7%)	2.81	1.01	HE
40	Students will have more educational progress if their teachers use an interactive management style.	181 (33%)	297 (53%)	50 (9%)	28 (5%)	2.89	0.91	HE
41	Following class rules and regulations as a teacher further enforces discipline in the class	307 (55%)	165 (30%)	55 (10%)	29 (5%)	3.32	0.68	VHE
	<b>Grand Mean</b>					<b>2.85</b>	<b>0.91</b>	<b>HE</b>

**Research Data, (2022) N = 556**

From Table 3, the grand mean score of respondents was 2.85 with a standard deviation of 0.91. This clearly showed that the grand mean exceeded the criterion mean of 2.50. Hence respondents thought that to a high extent, teachers ensure effective discipline as a classroom management practice in public senior secondary schools in Anambra state.

## Test of Hypotheses

**Null Hypothesis 1:** There is no significant difference between the mean response scores of male and female teachers on the various classroom management practices adopted in public senior secondary schools in Anambra State.

**Table 4: t-test comparison of male and female teachers' mean responses on the various classroom management practices adopted for effective instructional delivery in public senior secondary schools in Anambra State.**

Gender	N	Mean	SD	Df	t-cal	p	Decision
Male	249	2.89	0.84	554	0.77	0.44	Rejected
Female	307	2.95	0.96				

The result in Table 4 reveals that the t-cal value of 0.77 was greater than the critical p-value of 0.44 at alpha level of 0.05 and degree of freedom (df) 554. This means that the difference in the mean responses of male and female teachers on various classroom management practices adopted for effective instructional delivery in public senior secondary schools in Anambra State is significant. Therefore, the null hypothesis was rejected.

**Null Hypothesis 2:** There is no significant difference between the mean response scores of male and female teachers on the utilization of time management as a classroom management practice for effective instructional delivery in public senior secondary schools in Anambra state.

**Table 5: t-test comparison of male and female teachers' mean responses on the utilization of time management as a classroom management practice for effective instructional delivery in public senior secondary schools in Anambra State.**

Gender	N	Mean	SD	Df	t-cal	p	Decision
Male	249	2.90	0.73	554	0.25	0.26	Retained
Female	307	2.96	0.81				

The t-test analysis in Table 5 shows that the t-cal value of 0.25 was less than the critical p-value of 0.26 at alpha level of 0.05 and degree of freedom (df) 554. This is an indication that the mean of male and female teachers' responses on the extent of utilization of time management as a classroom management practice for effective instructional delivery in public senior secondary schools in Anambra State was not significant. Therefore, the null hypothesis was retained.

**Null Hypothesis 3:** Significant difference does not exist between the mean response scores of male and female teachers on effective discipline as a classroom management practice for effective instructional delivery in public senior secondary schools in Anambra state.

**Table 6: t-test comparison of male and female teachers' mean responses on the effective discipline as a classroom management practice for effective instructional delivery in public senior secondary schools in Anambra State.**

Gender	N	Mean	SD	df	t-cal	p	Decision
Male	249	2.78	0.89	554	0.91	0.36	Rejected
Female	307	2.80	0.93				

The result in Table 6 reveals that the t-cal value of 0.91 was greater than the critical p-value of 0.36 at alpha level of 0.05 and degree of freedom (df) 554. This means that the difference in the mean responses of male and female teachers on effective discipline as a classroom management practice for effective instructional delivery in public senior secondary schools in Anambra state is significant. Therefore, the null hypothesis was rejected.

## Discussion of Findings

The evidence from the study showed that male and female teachers are conversant with various classroom management practices, techniques and strategies. In other words, the findings revealed that teachers responded to a high extent about classroom management practices. Classroom management techniques are a crucial part of a teacher's success in creating a safe and effective learning environment for students' quality education. Consequently, teachers

should know how to use and apply techniques that will allow and also help students to learn. This finding is in line with the study of Wigwe (2013) on classroom management practices which revealed that various classroom management techniques are utilized by teachers as preventive and maintenance-oriented approaches in the management of students' classroom behaviours.



The evidence deduced from the study showed that the male and female teachers shared different views on how teachers manage their time as a classroom management technique. Again, it showed that teachers responded to a high extent about time management as a classroom management practice in secondary schools in Anambra State. The findings agreed with Glazer (2011), who opined that teachers who understand and use time management strategies as an asset to the student who is not labelled with a disability but may have other underlying causes for work delays. The practice of using time management strategies can aid in designing classroom rules that will facilitate the learning experience of every student.

The respondents shared the view that there was a high extent to which teachers ensure discipline as a classroom management strategy in senior secondary schools in Anambra State. The finding also affirmed that orderliness and good conduct of students are very vital for effective management of the class. This corroborated the finding of Mumtaz (2014) that, proper application of discipline in the classroom enables teachers to deliver instruction effectively.

### Conclusion

Based on the findings of this study, it was concluded that teachers are conversant with various practices, techniques and strategies to ensure classroom management and control in public secondary schools in Anambra State. Also, to a high extent, teachers adopt and utilize time management in their teaching as well as ensure discipline is utilized to maintain and control the classroom.

### Recommendations

Based on the findings and conclusion of this study, the following recommendations were proffered:

1. Secondary school teachers should adopt and utilize different classroom management techniques and strategies to ensure class control and enhance students' academic achievements.
2. Classroom teachers should adopt time management skills in the classroom to sustain students' attention while efforts should be

directed towards avoiding those factors that constitute impediments to their time management skills.

3. Classroom teachers should regulate the use of reward and punishment in the classroom as this may encourage docility and defence against authority rather than originality and spontaneity of effort by students.

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