

APPLICATION OF CLASSROOM MANAGEMENT TECHNIQUES AS A TOOL FOR ENHANCING TEACHING AND LEARNING IN PUBLIC SECONDARY SCHOOLS IN ZARIA LOCAL GOVERNMENT AREA OF KADUNA STATE

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ABSTRACT

The study explored the Application of classroom management techniques as a tool for enhancing teaching and learning in public secondary schools in Zaria Local Government Area of Kaduna State. Two Research questions and two Research hypotheses were formulated to guide the study. The study adopted descriptive survey research design. The population of the study comprised 32 inspectorate officials, 48 principals and 1567 public secondary schools' teachers from Zaria Local Government Area of Kaduna State. A sample size of 6 inspectors, 10 principals and 306 teachers were sampled using simple random sampling technique, making the total of 322 respondents used for the study. The researchers developed instrument titled "Classroom Management Techniques Questionnaire (CMTQ)" was used for data collection. The reliability co-efficient of the instrument was determined using Cronbach Alpha statistics and a reliability coefficient of 0.87 was obtained. Descriptive statistics (frequency, percentage, Mean and Standard Deviation) to analyse the research questions, while Analysis of Variance (ANOVA) was used to test the hypotheses at 0.05 alpha level. Findings revealed that there was low application of discipline in public secondary schools in Zaria Local Government Area of Kaduna State. Differences exist in the application of classroom arrangement in public secondary schools in the study area. Recommendations were made to include that teachers should develop a positive attitude towards all the students and show trust in their actions and intentions. Seminars and workshop should be organized for teachers in order to improve their skills in managing their classroom.

Keywords: *Classroom, management, techniques, teaching, learning, secondary schools.*

INTRODUCTION

Classroom management techniques are a critical part of teacher's success in creating a safe and effective learning environment for students. The purpose of education is to provide a safe and friendly environment in order for learning to take place. Therefore, teachers should know how to use and apply techniques that will allow and also help student to learn because without classroom management, teaching and learning process cannot be successful and effective. In view of this, Inusa (2004) averred that, a person who cannot maintain order and discipline among students is not fit to be a teacher. Effective classroom management means implementing

techniques that create a safe, fair and rule based learning environment for students to flourish in. Emmor and Evertson in Osakwe (2013) stated that effective classroom management consists of teacher behaviour that produces high level of students' involvement in classroom activities, minimal amounts of student's behaviour that interferes with the teacher's or other students' work, and efficient use of instructional time.

The classroom should be well managed and maintained to bring about healthy learning environment, relatively free from behavioural problems which goal should be to maintain a positive productive learning environment and quality performance. According to Edwards in Ekwueme (2011), the quality of the physical environment affects the performance of teachers as well as that of students. Classroom management can be defined as the teachers' ability to co-operatively manage time, space, resources, students' roles and behaviour to provide a climate that encourages learning (Alberto & Troutman, in Osakwe, 2014).

Management is defined as a method where a group of people at the highest level of organization plan, organize, communicate, coordinate, control and direct the actions and activities of people who work for the organization toward the achievement of organizational objectives (Loomiz, in Adeyemo, 2012). The management role of a teacher therefore is not the same as that of an accountant or of a bank manager, but the management role is certainly an institution that has specific objectives and a school is not an exception. In order to achieve its aims, a school has to have objectives, and to achieve these objectives, the various people with responsibilities in the school especially in a classroom have to plan, organize and lead.

Classroom management techniques refer to the various means and methods employed to ensure the effective classroom management. It is also, the teacher's ability to plan, organize, direct, coordinate, supervise and control the teaching-learning interaction on a sustained level. 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 education (Castetter, 2004). Effective classroom management requires proactive and reactive teachers in order to define and communicate their social and academic expectations to 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 (Zuckerman, 2007).

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, modelling, extinction, satiation, role shifts, utilization of logical consequences, successive approximation, and the likes. They assist principals and teachers to curb indiscipline (Mezieobi, 2006).

Teachers are the important person in the life of students. Teachers are help students determine who they're 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. The inability of teachers to effectively manage classroom behaviour often contributes to the low achievement of at-risk students and to their excessive referrals for special education (Donovan & Cross in Melissa (2014) These effects are exacerbated by the current pattern of teacher distribution, which reveals a disproportionate assignment of less qualified and less experienced teachers to classrooms with economically disadvantaged children (Clotfelter, Ladd, Vigdor, & Wheeler, 2005). Thus, many of the least capable teachers begin their careers teaching the most challenging students with the predictable result being low student achievement.

Kight and Roseboro in Adeyemo (2012) opined that discipline is a positive approach to teach a child self-control and confidence; they maintained that as opposed to punishment, discipline techniques focus on what educators want the child to learn, and what the child is capable of learning. Discipline is a process, not a single act. According to Joubert and Squelch (2005), good discipline does not happen by chance. It needs to be purposefully planned. It is the basis for teaching students how to be in harmony with themselves and get along with other people. According to Kight and Roseboro in Adeyemo (2012) the ultimate goal of discipline is for students to understand their own behaviour, take initiative and be responsible for their choices and respect themselves and others.

Most issues that occur in the classroom are minor in nature and can and should be dealt with by the teacher. However, most teachers send every student straight to the principal's office. This will ultimately undermine their authority and students will see them as weak creating more issues. There are definite cases that merit an office referral, but most can be dealt with by the teacher (Ekwueme, 2011).

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:

1. 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 does not really allow for collaborative work. If students are going to work in pairs or teams then the teacher will have to be moving the desks a lot.
2. 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.
3. 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.

4. 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.

Haven talked about what table/chair teachers need and how to arrange it, it is necessary to mention again that classroom arrangement components all work together to make the classroom a place where students make progress and thrive. This first component, physical arrangement of the classroom, is the jumping-off point because the classroom environment affects everything that happens there. When an environment is chaotic, the people in the environment feel more harried. When an environment is cluttered, the people in the environment feel more disorganized, and valuable time is lost searching for the correct materials or locating needed supplies (Williams & Williams, 2010). Classroom arrangement design should begin with a well-thought-out plan for the room and its contents.

In the well-designed classroom, specific areas are dedicated to specific types of activities. The expectations students have about what type of activity is about to take place is based upon the location. When we walk into a library, we anticipate a certain type of activity will occur, but when we walk into the grocery store or a restaurant, we expect different activities. We know that the behaviour that are expected are dependent on the environment and that different types of behaviour are acceptable in some locations but not in others. Even at homes, the dwellers anticipate certain activities and expect to display certain behaviour depending on where they are. Individuals and groups depend on the physical environment to help them determine what activities will occur and what behaviour will be expected (Bennet, 2015). The paper however explored the Application of classroom management techniques (discipline and classroom arrangement) as tool for enhancing teaching and learning in public secondary schools in Zaria Local Government Area of Kaduna State.

STATEMENT OF THE PROBLEM

There is consistent negative attention of parents in Zaria Local Government Area of Kaduna State regarding their children's education and this makes it difficult for teachers to do their work effectively. This is because some classroom management techniques are taken; some parents do not take it in good faith. Parents are rather concerned with their children learning a trade, farming or sending them to Islamic schools. Another problem that informs this study is the issue of classroom arrangement. This has made classroom management very difficult in Zaria Local Government Area, Kaduna State. Thus to effectively manage classroom with teenagers, proper techniques are to be tactically used with necessary variety.

As student often displays some unusual behaviour in the classroom, which include; noise making, chewing gum, passing notes, using cell phones in class, cheating during examinations or test, copying or passing a different note during lesson, jesting, sleeping during lessons, stealing, eating during lessons, fighting, rudeness to teachers, breaking school rules, distracting others and the likes. All these and even more could constitute management problems that require effective management techniques to handle them to achieve educational objectives (Osakwe, 2014).

Classroom management techniques range from techniques like discipline, punishment, reinforcement and motivation used in managing behavioural problems and classroom management issues common in secondary schools in Nigeria, like time management, facility management, teachers qualification and large and over-populated classroom common with some secondary schools; because of the Universal Basic Education (UBE) programme that gives opportunity to every child to go to school. When the classroom is over-populated, classroom management becomes difficult for the teacher because teacher's mobility will be hindered and facilities will not be well managed. Hence, this study explored the application of classroom management techniques in public secondary schools in Zaria Local Government Area of Kaduna State.

OBJECTIVES OF THE STUDY

The study was set to:

1. determine the opinions of inspectors, principals and teachers on the application of discipline in public secondary schools in the study area; and
2. investigate the opinions of inspectors, principals and teachers on the application of classroom arrangement in public secondary schools in the study area.

RESEARCH QUESTIONS

The following research questions were raised and answered in the study:

1. What are the opinions of inspectors, principals and teachers on the application of discipline in public secondary schools in Zaria Local Government Area, Kaduna State?
2. What are the opinions of inspectors, principals and teachers on the application of classroom arrangement in public secondary schools in the study area?

RESEARCH HYPOTHESES

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

- H₀₁: There is no significant difference in the opinions of inspectors, principals and teachers on the application of discipline in public secondary schools in Zaria Local Government Area, Kaduna State.
- H₀₂: There is no significant difference in the opinions of inspectors, principals and teachers on the application of classroom arrangement in public secondary schools in Zaria Local Government Area, Kaduna State.

METHODOLOGY

This study explored the Application of classroom management techniques in public secondary schools in Zaria Local Government Area of Kaduna State. The study adopted descriptive survey research design. The population of the study comprised 32 inspectorate officials, 48 principals and 1567 teachers in Zaria Local Government Area, Kaduna State (Ministry of Education, Science and Technology, Kaduna State, 2018). Using random sampling and stratified sampling techniques, the researcher used a sample size of 6 inspectors, 10 principals and 306 teachers-making a total of 322 respondents used in the study. Classroom Management Techniques Questionnaire (CMTQ) was used for data collection in the study and the validation of the instrument was determined by an expert in the field of Educational Administration and Planning in Ahmadu Bello University, Zaria. The reliability co-efficient was determined using Cronbach Alpha statistics and a reliability coefficient of 0.87 was obtained. Descriptive statistics such as frequency, percentage, mean and standard deviation were used to answer the research questions, while Analysis of Variance (ANOVA) was used to test the hypotheses at 0.05 alpha level.

RESULTS

Research question one: What are the opinions of inspectors, principals and teachers on the application of discipline in public secondary schools in Zaria Local Government Area, Kaduna State? The summary of analysis made in respect to research question one is presented in table 1.

Table 1: Application of Discipline in Public Secondary Schools in Zaria Local Government Area, Kaduna State

SN	Item	Respondents	Mean	SD
1.	Teachers' professional commitment is effective to achieving positive discipline in the classroom.	Inspectors	2.000	1.264
		Principals	2.000	1.247
		Teachers	3.986	1.098
2.	Following class rules and regulations as a teacher further enforces discipline in the class.	Inspectors	2.866	1.471
		Principals	2.800	1.429
		Teachers	3.951	1.033
3.	Students will have more educational progress if their teachers use interactive management style.	Inspectors	3.166	1.722
		Principals	3.600	1.429
		Teachers	3.251	0.974
4.	A teacher that have boundaries in their relationship with their students encourages good behaviour and discipline in their class.	Inspectors	3.333	1.032
		Principals	3.000	1.054
		Teachers	2.973	1.181
5.	Closeness and relationship between teacher and students leads to increase in the students motivation.	Inspectors	2.500	1.224
		Principals	3.500	1.100
		Teachers	3.571	1.249
6.	Self discipline promotes students responsibility in the classroom.	Inspectors	2.666	1.032
		Principals	2.800	1.032
		Teachers	3.202	1.094
7.	The teachers ability to handle unpleasant behaviour in the classroom, sets an example for students to see the necessity to behave themselves.	Inspectors	3.700	0.547
		Principals	3.500	0.632
		Teachers	4.137	1.215

8.	Relationship between teacher and students enhances students' participation in the classroom.	Inspectors	2.833	1.169
		Principals	2.900	0.994
		Teachers	3.951	1.116
9.	Teachers academic personality and morality traits influence classroom discipline.	Inspectors	2.833	1.169
		Principals	2.800	0.918
		Teachers	3.996	1.158
10.	Teachers who apply discipline technique in the classroom have students that show more responsibility in their behaviour.	Inspectors	2.874	1.224
		Principals	2.400	0.966
		Teachers	3.065	1.047
			3.12	1.13

Table 1 shows that application of discipline facilitates effective teaching and learning in public secondary schools in Zaria Local Government Area of Kaduna State. The table showed that the average response mean of 3.12 is higher than the decision mean of 3.0. However, the respondents were of the opinion that the teachers' ability to handle unpleasant behaviour in the classroom, sets an example for students to see the necessity to behave themselves as this item attracted the highest response mean of 3.700 for the inspectors, 3.500 for principals and 4.137 for the teachers. Detail shows that a total of 3 inspectors strongly agreed with item number 7, as against 3 inspectors that stayed undecided. Also, a total of 6 principals strongly agreed, while 1 principal stayed undecided, against 3 that strongly disagreed. In like manner, 93 teachers strongly agreed with item number 7 and 66 agreed, against 58 inspectors that stayed undecided, 3 agreed while 86 teachers strongly disagreed with the item.

Research Question Two: What are the opinions of inspectors, principals and teachers on the application of classroom arrangement in public secondary schools in Zaria Local Government Area, Kaduna State? The summary of analysis made in respect to research question two is presented in table 2.

Table 2: Application of Classroom Arrangement in Public Secondary Schools in Zaria Local Government Area, Kaduna State

SN	Item	Respondents	Mean	SD
1.	Poorly arranged classroom leads to lack of interest and fatigue.	Inspectors	2.000	1.549
		Principals	3.900	1.449
		Teachers	3.238	1.243
2.	Wall hangings and other educative materials hung up in the classroom, makes the classroom more conducive for learning.	Inspectors	3.833	0.983
		Principals	4.800	0.788
		Teachers	3.607	1.370
3.	Managing a classroom can be trouble free if a teacher can breakdown the class into smaller components.	Inspectors	4.800	0.788
		Principals	4.100	1.100
		Teachers	4.980	1.235
4.	The conventional sitting arrangement discourages academic interaction among students.	Inspectors	2.833	1.329
		Principals	2.800	1.316
		Teachers	4.254	1.001
5.	Bad arrangement in the class hinder children's participation in the class.	Inspectors	2.833	1.471
		Principals	2.700	1.337
		Teachers	2.985	1.113

6.	A congestedly averaged classroom helps to disrupt the teaching and learning.	Inspectors	1.833	0.752
		Principals	1.900	0.737
		Teachers	4.055	1.030
7.	Cluster of desks in the classroom promotes social interaction in the classroom.	Inspectors	2.666	1.211
		Principals	2.400	1.074
		Teachers	4.905	1.179
8.	There are adequate planning of physical materials.	Inspectors	2.833	0.752
		Principals	2.300	1.159
		Teachers	3.722	1.208
9.	Sitting arrangement make it easier for students to concentrate on individual assignment.	Inspectors	2.666	1.861
		Principals	2.300	1.567
		Teachers	4.967	1.197
10.	Classroom sitting arrangement promotes healthy academic interaction in the classroom.	Inspectors	3.333	1.861
		Principals	3.200	1.619
		Teachers	2.382	1.209
			3.22	1.24

Table 2 shows that application of classroom arrangement enhances better teaching and learning in public secondary schools in Zaria Local Government Area of Kaduna State. The table showed that the average response mean of 3.22 is higher than the decision mean of 3.0. However, the respondents were of the opinion that, managing a classroom can be trouble free if a teacher can breakdown the class into smaller components as this item attracted the highest response mean of 4.800 for inspectors, 4.100 for the principals and 4.980 for the teachers. Detail shows that only 1 inspector strongly agreed with item number 3, while 3 agreed as against 1 inspector that strongly disagreed with item number 3 on the table. Also, only 1 principal strongly agreed, while 7 principals agreed, against 2 that disagreed. In like manner, 18 teachers strongly agreed with item number 3 and 38 that agreed, against 25 that stayed undecided while 129 agreed and 96 teachers that strongly disagreed with the item.

HYPOTHESES TESTING

This section presented the result of the hypotheses tested using Analysis of Variance (ANOVA) at 0.05 alpha level.

Hypothesis One: There is no significant difference in the opinions of inspectors, principals and teachers on the application of discipline in public secondary schools in Zaria Local Government Area, Kaduna State.

The summary of the hypothesis tested is presented in table 3.

Table 3: Summary of Analysis of Variance (ANOVA) on the Application of Discipline in Public Secondary Schools in Zaria Local Government Area, Kaduna State

Status	Sum of Squares	df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	3.942	2	1.971	2.850	2.61	.003
Within Groups	260.015	320	.692			
Total	263.958	322				

Table 3, shows the f-ratio value of (2.850) at 320 degrees of freedom and at 0.05 alpha levels. The critical value (2.61) is less than f-ratio value (2.850), the probability level of significant P(.003) is less than 0.05. The implication of this result is that significant difference exists in the opinions of inspectors, principals and teachers on the application of discipline in public secondary schools in Zaria Local Government Area, Kaduna State. Consequently, the null hypothesis which says that there is no significant difference in the opinions of inspectors, principals and teachers on the application of discipline in public secondary schools in Zaria Local Government Area, Kaduna State is thus rejected and the alternate accepted meaning there is a significant difference in the opinions of respondents.

Hypothesis Two: There is no significant difference in the opinions of inspectors, principals and teachers on the application of classroom arrangement in public secondary schools in Zaria Local Government Area, Kaduna State.

The summary of the hypothesis tested is presented in table 4:

Table 4: Summary of Analysis of Variance (ANOVA) on the Application of Classroom Arrangement in Public Secondary Schools in Zaria Local Government Area, Kaduna State

Status	Sum of Squares	df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	.357	2	4.178	4.143	2.61	.002
Within Groups	272.429	320	1.736			
Total	272.786	322				

Table 4, shows the F-ratio value of (4.143) at 320 degrees of freedom and at 0.05 alpha level. The critical value (2.61) is less than f-ratio value (4.143), the probability level of significant P (0.002) is less than 0.05. The implication of this result is that significant difference exists in the opinions of inspectors, principals and teachers on the application of classroom arrangement in public secondary schools in the study area. Consequently, the null hypothesis which stated that there is no significant difference in the opinions of inspectors, principals and teachers on the application of classroom arrangement in public secondary schools in Zaria Local Government Area, Kaduna State is thus rejected and the alternate accepted meaning there is a significant difference in the opinions of respondents.

Major Findings

The following findings emerged in view of the research questions and hypotheses tested in the study:

1. Application of discipline facilitates effective teaching and learning in public secondary schools in Zaria Local Government Area of Kaduna State. Therefore, hypothesis one which says there is no significant difference in the opinions of inspectors, principals and

teachers on the application of discipline in public secondary schools in Zaria Local Government Area, Kaduna State was rejected ($P .002 < 0.05$).

2. Application of classroom arrangement enhances better teaching and learning in public secondary schools in Zaria Local Government Area of Kaduna State. Therefore, hypothesis two which says there is no significant difference in the opinions of inspectors, principals and teachers on the application of classroom arrangement in public secondary schools in Zaria Local Government Area, Kaduna State was rejected.

DISCUSSIONS

Findings on research question one revealed that application of discipline facilitates effective teaching and learning in public secondary schools in Zaria Local Government Area of Kaduna State. Hence, hypothesis one which stated that there is no significant difference in the opinions of inspectors, principals and teachers on the application of discipline in public secondary schools in Zaria Local Government Area, Kaduna State was rejected. This finding agreed with the finding of Olanrewaju (2017) that, when there is effective application of discipline, students tends to be more encouraged and maintained their academic and social relations in secondary schools.

Findings on the second research question revealed that application of classroom arrangement enhances better teaching and learning in public secondary schools in Zaria Local Government Area of Kaduna State. Hence, hypothesis two which stated that there is no significant difference in the opinions of inspectors, principals and teachers on the application of classroom arrangement in public secondary schools in Zaria Local Government Area, Kaduna State was rejected. This finding upheld the finding of Oyinloye (2010) which indicated that, if primary school classrooms are well organized to ease mobility of teachers and pupils, under specific rules and regulations, then the classroom will be properly managed and regulated. The study also indicates that, teachers will also be able to manage external forces like noisemaking from other classes successfully.

CONCLUSION

The study concluded that differences exist in application of discipline in public secondary schools in Zaria Local Government Area, Kaduna State. Application of classroom arrangement in public secondary schools in Zaria Local Government Area, Kaduna State encourages smooth teaching and learning.

RECOMMENDATIONS

The following recommendations were made in the study:

1. Teacher should develop a positive attitude towards all the students and show trust in their actions and intentions.
2. Seminars and workshop should be organized for teachers in order to improve their skills in managing their classroom.

3. Teachers should motivate the students to achieve their academic work and immediate feedback should be provided to the students.
4. Teachers should observe students' behaviour problems carefully and decide which strategy to be used to solve the problems.

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