APPLICATION OF CLASSROOM MANAGEMENT TECHNIQUES ON TEACHING AND LEARNING IN PRIMARY SCHOOLS IN KANO METROPOLIS, NIGERIA

BY

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MED/EDUC/3002/2009-10

Being a Thesis submitted for the Award of Master of Education (M.Ed) Degree in Educational Administration and Planning, Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria

MAY, 2011

DECLARATION

I hereby declare that this thesis on "***Application of the classroom management techniques on teaching and learning in primary schools in Kano Metropolis, Nigeria***" has been written by me as an empirical work. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis has ever been presented anywhere for the purpose of the award of the same higher degree

Ekwueme Ngozi Jane	**Signature**	**Date**

CERTIFICATION

This thesis entitle "application of classroom management techniques on teaching and learning in primary schools in Kano metropolis, Nigeria by Ekwueme, Jane Ngozi meets the requirement governing the award of degree of Master of Education (M.Ed) in Educational Administration and planning of Ahmadu Bello University Zaria (ABU) and approved for its contribution to knowledge and Literary presentation.

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DEDICATION

This thesis is to my family, parents, my beloved husband Mr. Felix Ogbonna Ekwueme, my children, especially my little angel, Princess Emmanuella Ijunwa and to all educational administrators.

ACKNOWLEDGEMENTS

I wish to express my thanks to Almighty God, who has been seeing me through all my academic endevours. He gave me courage to overcome all challenges encountered during the course of this studies. May His Name be praised forever, Amen.

My profound gratitude and appreciation go to my able and dynamic major supervisor and HOD Educational Foundations and Curriculum, ABU Zaria, Dr Bashir Maina, for his guidance throughout the course of this research. He combined professionalism with efficiency to make this research a reality. The charismatic leadership qualities in you will never be forgotten. May ALLAH continue to give you wisdom, from his fountain of knowledge. Thank you so much, sir.

No amount of words can convey my appreciation to my benevolent and able second supervisor, Dr. Michael O. Dare popularly called Uncle D, for his contributions to my academics, and my experience with him has given me greater insight into life, as well as the reward of hard work and dedication. His academic treasure will continue to guide all lovers of academics. I am seriously indebted to you, thank you so much "Uncle D".

The principal actor, whose immeasurable contributions, financial and moral support can never be forgotten during the course of my studies, is no other person but my benevolent and loving husband, Mr. Felix .O. Ekwueme, Director Sharon Academy International School Kano. I appreciate and cherish you -

daddy. My Children are not left behind either, especially my little angel, princess Ujunwa Emmanuella. I appreciate and love you all, for your patience and tolerance during the course of my studies.

I must not forget to thank all the lecturers in Faculty of Education, who taught me during the course of my studies, I appreciate the contributions of Dr. A. Guga of Curriculum Department, Faculty of Education, ABU Zaria, for reading through the work, from time to time. His remarkable observations and criticism has contributed greatly to the academic standard of this research. I am also indebted to my course mates in Educational Administration and Planning, especially Elder Dada Samuel (Class Rep. 2009/10). May God bless you all. Finally, I appreciate Mohammed Lolleh and Habeeb Omeiza for the computer work. May Allah reward you all.

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ABSTRACT

The study focused on the application of classroom management techniques on Teaching and Learning in primary schools in Kano metropolis, Nigeria. The study was specifically interested in finding out the application of punishment, motivation, reward, group participation and time management techniques on teaching and learning in primary schools. Five (5) Objectives, Research Questions and hypotheses were postulated. The hypotheses tend to find the significant differences in the opinions of stakeholders in the application of classroom management techniques on teaching and learning. The researcher reviewed relevant literature, in order to establish the theoretical base of the study. The descriptive survey method was adopted for investigations and collections of data. The questionnaire was designed with a checklist consisting of likert rating scale. The questionnaire was vetted by experts in Educational Administration and Planning, and later subjected to pilot test in two public and private primary schools in Kano metropolis. The population of the study was one thousand and twenty five (1025) public and private schools with fourteen thousand, two hundred (14200) teachers. While the sample size was 10% of the parents population. The data collected were statistically tested using simple percentages and description, and mean tabulation table. Chi-square (x^2) was used to determine the opinion of the stakeholders, at a significant level of 0.05. The null hypotheses were rejected, if p-value is less than a= 0.05 level of significance. The major findings indicated that punishment has different techniques used on behavioural problems. The techniques range from flogging or canning, scolding and warning, positioning in front of class, kneeling down, suspension from class and additional homework. On reward techniques, diverse ways of applying this technique were revealed; ranging from simple praises, clapping of hand, smile, acknowledgment by nodding of head, etc. In group participation, different types of management techniques can be applied, and that in time management, the teachers must not waste time while moving from one lesson to another to avoid disturbance and confusion in the classroom. Recommendations were made such as the need for seminars and workshop for primary school teachers to improve their skills in managing their classroom and proper supervision of class activities by school heads. The study concluded that managing a classroom properly depends on the effectiveness of the techniques applied. Finally, suggestions were made for further research on the application of classroom management technique into secondary schools in Kano State and Nigeria as a whole.

CHAPTER ONE

INTRODUCTION

1.10 Background to the Study

The term classroom Management covers the whole spectrum of management issues that a teacher has to contend with in the classroom. Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behaviour by students. The term also implies the prevention of disruptive behaviour. It is possibly the most difficult aspect of teaching for many teachers; indeed experiencing problems in this area causes some to leave teaching altogether. Classroom, for the purpose of this study, is an environment where the teachers meet the pupils and lead the pupils to interact with subject matter and materials, in order to cause learning to take place. The technique a teacher uses in managing all the different aspects of the classroom will have a powerful influence on how effective the children will learn and also on how well they behave. However, some teachers have the notion that teaching comes quite naturally and the notion of management in the classroom is irrelevant. But situations within the classroom do occasionally occur that lead one to seek out advice in order to maintain discipline and orderliness in a learning environment for students.

Classroom management is closely linked to issues of motivation, reinforcement, reward, discipline and respect. There are instances of some

situations in the classroom, that has necessitated the application of adequate management techniques by the teacher: Among them are that students undermining the teacher's authority; pupils leaving class too frequently, sometimes without permission; sitting and backing the teacher during lesson; reading other materials or doing other things like discussion or noise making during lesson; eating or chewing gum while the class is going on; a pupil sleeping in the class, should be considered rude, and should not be tolerated. Other issues faced in the classes are: refusal to participate or speak during lesson, pupils sometimes become nurty and refuse to participate in classroom activities, fighting in the class, telling lies, stealing, copying other pupil's work during test or examinations, lack of toilet training, e.g. pupils defecating in the classroom, etc. All these types of behaviours are management problems which need adequate classroom management techniques to tackle them. In some countries, there are media publications, where teachers have been charged with assault on learners; teachers have used sticks to hit the children (Naong, 2007: 288).

Then in another instance, teachers have been taken to court by parents for subjecting their children to corporal punishment (Govender, 2005:9). These other cases have been widely published in the media. These cases are also found in other countries like Nigeria. Thus, schools are left with the responsibility of identifying and implementing alternative disciplinary practice and procedures, to manage children's behavioural problems. It is worth to note that, in as much

as corporal punishment exists in some parts of African countries, it has been banned in most European countries.

In Nigeria, where punishment exists, it is the belief that if children are made to suffer for wrong doing, they will probably not repeat their inappropriate behaviour. The reality of the situation is that many educators face a daily struggle with disciplinary issues in their schools. Most teachers are confused about the appropriate course of action, in the absence of corporal punishment. Only few teachers have been able to identify and implement effective alternative strategies in managing behavioural problems in their class.

The technique of classroom management does not come casually by itself but rather, it is a product of teachers' managerial skills, personality, professionalism and organization. Most teachers have a pattern of setting up classroom in the way that best facilitates learning so that they will be able to manage the classroom environment and classroom routines without much stress. It is obvious that, schools in Nigeria have been established to encourage positive development of pupils in primary schools. Thus the professionalism of teachers need to be efficiently and effectively used in various techniques manage their classrooms.

However, Porteus (2001:59) refer to classroom management as a democratic process in which rules are made with special emphasis on the importance of pupil's participation and involvement in the thinking and decision-making processes within a classroom. Educators facilitate a

participative process with learners and parents to establish the "rules" and the consequences of good and bad behaviour. The aforementioned authors further state that children, like most people, are more likely to understand, respect and follow principles that they helped to create conducive atmosphere of teaching and learning. Through this process of group participation during teaching and learning, build their own capacity for decision-making, community building and responsibility.

The term classroom management has been used to highlight all positive behaviours of pupils, and decisions teachers make, in order to facilitate learning process. It is referred to all those activities necessary to create and maintain an orderly learning environment such as planning, preparation and organization of materials, decoration of classroom, establishment and enforcement of routines and rules.

Areas the teacher must manage are: over-populated classroom, where a teacher has to manage large number of pupils in the classroom, ranging from eighty (80) to hundred (100) pupils. This situation is common in most public schools. When the number is large, obviously the teacher will find managing the classroom difficult and this will make teaching and learning not to take place adequately.

Majority of these over-populated classrooms lack infrastructural facilities. Because when the classrooms are large in number, the classes will lack enough chairs and desks for pupils to seat on, and sometimes the pupils are made to seat

on bear floor to learn. An example, in some public schools in Kano state, people are made to seat on the bear floor. It is obvious that, when the pupils are not comfortable, adequate learning will not take place. In other words, learning should take place in a conducive environment. However, classroom management expert Jones (2000) (Retrieved 4/9/12) says a good classroom seating arrangement is the cheapest form of classroom management, he emphasized that when the seating arrangement is well planned, teacher mobility in the class, will be easy. And that, teacher's mobility should be the aim of any classroom seating arrangement.

Lack of adequate training for teachers contributes to poor management techniques. Some teachers that have the teachers training certificate, do not have knowledge of techniques of classroom management. The case is either that some have forgotten or don't even know what classroom control is all about. These teachers believe that flogging or canning a child is the only technique of classroom control. But this is far from the truth, because there are other techniques like establishing clear classroom rules and procedures and how to follow them.

In setting up classroom rules, children can be allowed to participate in the rules themselves, by having written classroom rules of conduct by themselves for example;

- ⇨ No chewing gum
- ⇨ No fighting

- ⇨ No use of bad language
- ⇨ No talking during lesson without raising hands etc.

This will motivate the students to behave well since they are part of the rules. The rules must be consistent and promptly. It is quite disheartening that the caliber of teachers in most primary school lack knowledge of some of these techniques. However, most people believe that teaching is easy and as such, they take to teaching as their last resort for employment, without undergoing teacher's training institute. This is common in most private schools, where some of the private schools employ people with low qualification because of the payment of salary which is lower than that of qualified teachers. This in turn bounces back on the pupils in the classroom, because the teacher will definitely lack teaching methodologies and techniques of managing or controlling his classroom, and at the end, learning will not take place. In order to achieve the classroom objectives, schools must employ qualified teachers, who have adequate knowledge in teaching techniques, and techniques of classroom management, It means that, as already mentioned, the teacher must know how to plan disciplinary policies, derived from a list of all types of classroom activities, set out rules for pupil positive behaviours, design classroom rules, generate consequences for severe misbehaviour, and plan systems that encourage motivation and participation. Nevertheless, it is important to note that a common understanding of the term management will be useful for this study.

The term management has been defined differently, by different scholars and authors. Adesina (1983) sees management as the organization and mobilization of all human and material resources in a particular system for the achievement of identified objectives in the system. The key words here according to him, are the human and material resources. The human resources in the school system would include all men and women; boys and girls in the system. From the principal to the gateman; the classroom teacher to the kindergarten pupils. While Ojo (1998), defined management as "the process of utilizing materials and human resources to accomplish the desired objective. Management involves the organization, direction, coordination and evaluation of people to achieve the desired objectives. Management then means using all the resources of an organization to get things done, towards the achievement of the goals of the organization.

However, Fayol (1961) in his view, defined management as the process of achieving the organization's objectives through activities of planning, organizing, commanding, coordinating and controlling. While Yusuf (1992) viewed management in broad terms by listing its functions as:

- undertaking of risk and handling of uncertainty;
- planning innovation;
- coordination, administration and control; and
- routine supervision.

These functions are performed by different people in the management team in an organization. This management team; supervises the activities of others. For example, in the school system, the Principal and others whom powers have been delegated to by the authority, constitute the management team. For any goal to be achieved, in an organization, the leader must work with the people.

There are seven principles of established management elements according to Fayol (1961), which an administrator should use as a guide in his managerial work, they are; Planning, organizing, staffing, directing, coordinating, budgeting and evaluating. Nevertheless, Edem (1996) listed some typical planning activities of a manager; such as analysis, job specification, helping the staff to know their specific duties to avoid duplication and help to facilitate the coordination of the various duties assigned. Aside from these seven principles, Fayol also put together a set of fourteen (14) principles of management, which are universal and covers both the human relations and scientific management theories. They are: Division of labour, authority, discipline, unity of command, unity of direction, subordination of the individual interest to the general interest, remuneration, centralization, scalar chain, order, equity, stability of tenure of personnel and initiative.

For the purpose of this work, management can be referred to as the process of supervising, controlling, planning, facilitating, coordinating, directing, planning, evaluating and discipline. This is because management involves the

management of human and material resources, human, in terms of the head teacher, the classroom teacher to the kindergarten pupils. The material resources are the classroom size, the facilities, the school plants, the time, etc.

However, management of the classroom, pupils and entire school plant, (environment, buildings etc) is the responsibility of every teacher. The techniques a teacher uses in managing them, will dictate the teachers achievement, his pupils achievement, behaviour and the standard of the school. Rodrignez (2010) opined that not all students' behaviours require confrontation, but some are serious enough in nature to warrant formal disciplinary action. To this, one will say that the classroom activities do not start and end within the schools alone. The behaviour of the pupils outside the school will reflect the pupil's classroom behaviour which he has learnt in school.

Chiranchi and Kuraysh (2004), view classroom management as class control and an attempt by the teacher to create a conducive atmosphere for learning in the classroom. From their view, one will see that good classroom management is an art requiring teachers to systematically use their wealth of professionalism to achieve good classroom management.

Without classroom management, teaching and learning process cannot be successful and effective. Inusa (2004) opined that a person who cannot maintain order and discipline among children is not fit to be a teacher. He outlined some importance of classroom management as follows:

1. Classroom management helps a teacher to teach in a conducive atmosphere free from noise and interruption from any child's behavior;
2. It helps to enhance teaching and learning, because when there is an effective class control the pupils will pay attention, and learning will take place;
3. Classroom management leads to positive result in teaching and learning which in turn improves the standard of the school because the pupils learn better with good results, both externally and internally;
4. It helps the pupils to be orderly, organized and disciplined, both within and out side the school environment because the spirit of self discipline is inculcated in them through the teacher;
5. Classroom management enhances the development of intellectual ability in the pupils;
6. It helps to remove or minimize any act of indiscipline in the pupils and the school. Because, a school that have teachers with good classroom management will be a disciplined school;
7. The characters of the pupils are built, through classroom management because of the type of training and techniques used by the teachers in managing the classroom; and
8. The objective of the lesson will easily be achieved in a class that is well controlled or managed because the pupil will always be attentive during

lesson. Besides the achievement of the objectives; will lead to the achievement of the school curriculum;

The trend of events has shown that you can never have enough classroom management techniques, but what is important, is having a set of tools that will allow your classroom to maintain a good learning environment and consistent flow of knowledge. This is more or less the various types of techniques that a teacher can use in maintaining discipline and good classroom management.

Onwuegbu (1989) outlined some classroom management techniques; among them are:

Motivation: These are the incentives that enable the pupils to carry out positive behaviour. It is important for the teacher to know what motivation is, when to use it, how to use it and the need to maintain motivation in the class.

Discipline: the need for a teacher to know what discipline is, the various types of discipline and how to maintain it.

Reinforcement: knowing the meaning, how they are used and their implication for education.

Punishment: the meaning, types, and knowing when and how to apply it for effective discipline.

While Farrant (1964), listed the techniques for effective class control and discipline. They include the following:

- ✓ maintaining dignity;
- ✓ be consistent in your discipline as a classroom teacher;

- ✓ be firm in your disciplinary rules;
- ✓ the need to use punishment and rewards wisely, without abusing it; and
- ✓ the need for self control.

Looking at these techniques critically, one will see that, when a teacher is able to observe them, he will find it easy to manage and control the classroom effectively. This will in turn lead to effective teaching and learning, which will help develop good moral and character in the life of the pupils, both outside and within the school.

1.11 Statement of the Problem

Children sometimes are badly behaved. It is an indisputable fact, which most teachers and parents know. The word child and misbehave are as inseparable as love and marriage or horse and carriage. It is obvious that, you don't need to be a teacher or a parent to know that this is a fact.

Pupils exhibit some deviant behaviours in the classroom. Some behaviours like disobedience to school authority, fighting in the classroom or school, noisemaking, stealing other pupil's property, defecating in the classroom or during lesson, sleeping during lesson, chewing gum or eating while the lesson is going on, moving in and out of the classroom, distracting others, crying during lesson, cheating during class test or examinations, writing or copying other notes or reading other subjects while the teacher is teaching another subject in the class. All these behaviours constitute management problems, and need adequate management techniques to handle and need good teacher pupils' relationship

which must be developed between the teacher and the pupils. This type of relationship can be simply done by improved simplicity of dialogue in the classroom. Dialogue has been noticed to be a unique relationship builder because it evolves overtime into a "connection", and when steps are made to form this connection, pupils tend to relate to their teachers much more positively. Hence the teacher should not be seen as an authoritarian or dictatorship educator, but as some one who is approachable, more open and can be trusted and respected. Nevertheless, this bond building teacher-pupils relationship is lacking among teachers in most of the primary schools in Nigeria and this makes it very difficult for teachers to manage these problems in their classrooms. A critical task facing most teachers is the management of the behaviour of these learners they teach. Hence classroom management is essential for the maintenance of an environment conducive to teaching and learning, to enable the implementation of the curriculum as well as social learning.

Managing a class full of students is one of the biggest challenges faced by teachers. If teachers do not have an effective management technique, the students will not be able to be fully engaged in meaningful learning experiences.

These managerial skills are not easy to get. However, some trained classroom teachers in primary schools lack adequate training in various techniques of classroom management and this makes them not to have good classroom management techniques. Also, some teachers in primary schools don't have teacher training qualification. As such, they lack good techniques of

classroom management. Such teachers believe that caning a child is the only way of controlling a class. But this is the conventional way of classroom management. These days there are diverse ways a teacher can manage a classroom and learning will take place. Classroom management techniques range from techniques like discipline, punishment, reinforcement and motivation used in managing behavioural problems and classroom management issues common in primary schools in Nigeria, like time management, facility management, teachers qualification and large and over-populated classroom common with some primary 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 teachers mobility will be hindered and facilities will not be well managed.

Many classroom teachers find it difficult to manage and control their classrooms at primary level of education because of certain reasons, some of which are;

- ✓ Most children at early age in life have some behaviour problems which will require special attention by the parents, Psychologist, teachers, etc,
- ✓ Most teachers lack knowledge and techniques on how to handle some of these ideal deviant behaviours in the classroom, and
- ✓ Most primary schools lack equipped counseling centers with a trained counselor, who will be able to handle some of these Psychological behaviours.

Some of the behaviours children exhibit in schools are the result of things they see at home and these behaviours, distract the child from learning if not well handled. Because the classroom is a combination of children from various homes, it is obvious that most classes will have these behaviour problems. These behaviours have been a challenge to classroom control and management in primary schools. As a result, the researcher in this study, desires to provide answers to the following issues: Types of behaviours common among pupils in Primary schools, common classrooms management problems, various techniques of classroom management teachers use in primary schools, the influence of motivation and discipline on pupils participation during learning, and possible ways to make the classroom management technique that are used in primary school in Kano state, Nigeria more effective.

1.12 Objectives of the Study

This study seeks to achieve the following objectives:

i. examine the application of punishment during teaching and learning in primary schools in Kano metropolis;
ii. assess the application of motivation during teaching and learning in primary schools in Kano metropolis;
iii. ascertain the application of reward during teaching and learning in primary schools in Kano metropolis;
iv. ascertain the application of group participation during teaching and learning in primary schools in Kano metropolis; and

v. assess the application of time management on teaching during learning in primary schools in Kano metropolis.

1.4. Research Questions.

In order to investigate the problems stated above, the following research questions were asked.

i. How is punishment applied during teaching and learning primary school in Kano metropolis?

ii. In what ways do male and female teachers apply motivation on pupils during teaching and learning in public and private primary schools in Kano metropolis?

iii. how do teachers apply rewards to pupil's during teachers teaching and learning in primary schools in Kano metropolis?

iv. How do trained teacher apply group participation during teaching an learning in public and private primary schools in Kano metropolis?

v. How do teachers in public and private school apply time management during teaching and learning in primary schools in Kano metropolis?

1.5. Research Hypotheses

On the basis of questions asked, the following research hypotheses were formulated.

Ho1: There is no significant difference in the opinion of teachers on the application of punishment during teaching and learning in primary schools in Kano metropolis.

Ho2: There is no significant difference in the opinion of teacher on the application of motivation by male and female teachers during teaching and learning in primary schools in Kano metropolis.

Ho3: There is no significant difference in the opinion of teacher on the application of rewards during teaching and learning in primary schools in Kano metropolis.

Ho4: There is no significant difference in the opinion of teachers on the application of group participation by training and untrained teachers during teaching and learning in primary schools in Kano metropolis.

Ho5: There is no significant difference in the opinion of teachers on the application of time management during teaching and learning in primary schools in Kano metropolis.

1.6 Basic Assumptions

For the purpose of this study, the following assumptions were made:

1. That the poor achievement in primary schools are not only due to intellectual factor but due to poor classroom management techniques used by teachers;
2. That the various forms of punishment teachers apply, has great influence on pupils academic performance;
3. That the form of motivation and reward applied by teachers, affect pupils' academic performance;

4. That teachers are familiar with the variables of the study included in the questionnaire; and
5. That the findings are not peculiar to any state system of education but applicable to the entire nation.

1.7 Significance of the Study

This study is significant because it is an attempt to study the various techniques of classroom management used by teachers in primary schools in Nigeria.

The findings of this study will be to a large extent, relevant in the growing Literature as it appertains to the various techniques of classroom management used by teachers in primary schools in Nigeria. The outcome of the findings would be beneficial to primary schools teachers in the country and in Kano state. This is because the teachers will acquire more knowledge on the types of techniques of classroom management that can be employed in the primary schools. The knowledge will also help the teachers to deal with some deviant behaviours in the class.

The study will also provide an insight to the common problems faced by teachers during lessons, and give them the best technique of maintaining discipline and order in their school, this to an extent, will help to create a conducive learning environment in the classroom. Gone are the days of trial and error in managing deviant behaviours, the study will help sensitize Nigerians on the need for professionalism in the teaching profession.

The stakeholders who are responsible for the funding of primary schools will benefit from the impact of using good classroom management techniques in enhancing teaching and learning in primary schools and they will see the benefit of their huge investment. The researchers will also benefit because it will be a benefit for further research and they will see their effort at suggesting improvement on the various techniques of classroom management complimented through the types of qualitative techniques that will be used by teachers.

The findings will bridge the gap between theories and practice in classroom management techniques used in primary schools in the country in general and Kano state in particular. However, it will help the practising school managers and teachers to know how far the educational objectives have been achieved, and how best effective decisions regarding students' behaviours can be taken.

It will further help the education planners, inspectors in Ministry of Education and school managers to identify the importance of employing qualified and competent teachers and as well not relenting in creating rooms for in-service training, as this will go a long way, to meet the needs of the modern times.

Finally, the findings will benefit even the pupils because when there is good classroom control, pupils performance will be enhanced, and learning takes place more effectively.

1.8 Scope of the Study

The research focused on the analysis of the techniques of classroom management used by teachers in primary schools in Kano metropolis, Nigeria. Basically, it explored the various classroom management techniques used by teachers in primary schools and the common behaviour problems of pupils and teachers face in the classroom. Put differently, it explored the relationship between the various techniques of classroom management used by teachers in primary schools and the pupils learning outcomes.

The research involved the teachers in both private and public primary schools in Kano metropolis. The study is designed to cover the primary schools in Local Education Authorities (LEA) in Kano metropolis. The metropolis consists of eight (8) Local Government Areas, namely; Fagge, Tarauni, Nassarawa, Dala, Gwale, Municipal, Kumbotso & Ungogo out of 44 Local Government Areas in Kano State. The sample subjects were randomly selected and their opinions used to determine how classroom management techniques used by teachers in primary schools affect pupil's learning outcomes.

The scope is delimited to only primary school teachers and also to classroom management techniques used. The study focused on the following five classroom management technique;

1. Punishment;
2. Motivation;
3. Reward;

4. Group participation; and

5. Time Management.

1.9 Operational Definitions of Terms

The following are the conceptual definition of the key terms used in this research.

- **Classroom Management Techniques:** This is the various means and methods employed by the teachers to plan, organize, direct, coordinate, supervise and control the teaching and learning interaction on a sustained level.
- **Teaching:** The act of impacting knowledge or skill to others.
- **Learning:** the act or process of acquiring knowledge or skill.
- **Punishment:** Punishment is an action taken against an individual as a consequence of deviation from the school's code of conduct.
- **Motivation:** To stimulate the interest of somebody to do something.
- **Reward**: A thing that you are given because you have done something good
- **Group Participation:** This is the ability of students in groups to learn from one another – during teaching and learning.
- **Time Management:** The ability of the teacher to effectively use the time allotted for classroom instructions.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.19 Introduction

This chapter presents the reviews of available and related literature on classroom management techniques used by teachers in schools. The review was done under the following headings.

2.20 Conceptual Framework

2.21 Theoretical Framework

2.22 Classroom Management Techniques

2.23 Classroom Management Skills

2.24 Significance of classroom Management

2.25 Classroom Management Approaches

2.26 The Role of the Teacher in Classroom Management

2.27 The Importance of Classroom Management

2.28 Application of Punishment in the Classroom Management

2.29 Application of Motivation in Classroom Management

2.30 Application of Rewards in Classroom Management

2.31 Application of Group Participation Teaching in Classroom Management

2.32 Application of Time Management Teaching in Classroom Management

2.33 Primary Education in Nigeria

2.34 Empirical Studying

2.35 Summary

2.2 Conceptual Framework

Various scholars have defined management in different ways. It is quite obvious that all studies of managerial work are inescapably guided by the interest and values embodied in the researcher's frame of reference. Ojo (1998) sees management as "the process of utilizing material and human resources to accomplish the desired objectives. It involves organization, direction, coordination and evaluation to achieve this goal.

Henri Fayol defined management as the process of achieving the organization's aims through the activities of planning, organizing, commanding, coordinating, and controlling (Fayol, 1961). Nevertheless, Herbison Yusuf (1992) viewed management as, undertaking of risk and handling of uncertainty, planning, innovation, coordination, administration, control and routine supervision. However, Okwudinma (2010) opined that, a comprehensive way of looking at management is to define it as a process by which a cooperative directed the use of resources towards common goals. This definition encompasses most of the characteristics of the earlier definition. These are highlighted below.

1) Management is a process. This is because it involves clear definable functions such as planning, organizing, staffing, leading, communicating and controlling.
2) Management involves cooperation of individuals and thus deals with the behaviour component of how people in group could best work together.

3) Management focus on the achievement of common goals through the effective utilization of resources. These resources are seen to include man, money, material, machines, methods, etc.

Apart from seeing management as a process or from the behaviourial perspective, it can also be seen as a discipline or body of knowledge. Nevertheless, management is construed to mean a course of study that imparts managerial skills to those undertaking the course so that they become tomorrow manager of institution or organization who are privileged in any society.

Management can also be defined as an act of getting things done, through and with people in formally organized groups. It is the art of creating an environment and co-operation towards the attainment of group goals. It is the arts of removing blocks to such performance.

2.3 Theoretical Framework

This section focuses on the conceptual framework of the study. The concepts related to the research were clarified and put into the context of study. The study looks at the concept of management, concept of classroom management, classroom management models, classroom management techniques and classroom management skills and it's significance in primary school.

2.3.1 Theory of Classroom Management

This section discusses the different views of some scholars on the term classroom management. The issue of classroom management is a continuous

exercise, which a teacher has to cope with anytime he enters the classroom. Wong and Rosemary (2001) see classroom management as what the teachers do to organize students' space, time and materials so that instructions in content and students learning can take place. For them, the teacher has to cope with the activities of the pupils in the class giving the pupils the deserved attention. This may be seemingly difficult because each pupil in the class needs different things at a point in time. It is therefore, the responsibility of the teacher to pay attention to the needs of the individuals in the class.

However, Good and Prophy (2002), observed that a lot of activities go on in the classroom simultaneously even when a teacher gives the same problem to the pupils to solve. Some of the pupils may get stuck on the way, while some may neglect the problem and do something else. Others may finish solving their own work because they understand it. While some may prefer doing corrections of a previous work. This simple explanation points to the fact that at any point in time, each pupil needs different attention, different things, different kinds of encouragement and different materials. The question then is, how will a teacher cope with this situation?

A teacher who will cope with this situation must be knowledgeable in the skill necessary for managing classroom activities and taking care of accommodating the individual needs simultaneously in the classroom.

2.3.2 Classroom Management Models

Classroom management is one of the most essential skills to become an effective classroom teacher. Teachers who posses the ability to manage their classrooms are able to create an environment where learning is the focus. There are many theories on how to become positive and encouraging classroom managers. While all of these theories are different and emphasize different aspects of discipline and behavior all have proven to be valuable methods for improving management in the classroom.

One theory of classroom management is Assertive Discipline. According to Canter and Canter (1976), this approach demonstrates how teaching can assertively communicate their expectations to students. It is a comprehensive, systematic method of classroom management. It was developed on the basis of four concepts: "(a) behavior is a choice, (b) every student has a right to learn in an environment that is free from disruption, (c) every teacher has the right to teach without disruption from students, and (d) no child should engage in behavior that is not in the child's best interest". These guidelines are expressed and supported by a discipline plan. The discipline plan includes positive and negative consequences for behavior in the classroom. Teachers will assert the rules and enforce them with progressive consequences during the day. One important element is that in most cases, the slate is clean each day students begin each day on the same level and only lose privileges when rules are broken.

Another approach to classroom management is called **Discipline with Dignity**. This approach is a flexible program for effective school and classroom management that teaches responsible thinking, cooperation, mutual respect and shared decision-making. This approach was developed by Curwin and Mendler (1997). The goal is to make sure that students are treated with dignity at all times, even when they misbehave or break the rules, with this behavior method, teachers will build student self esteem and encourage positive and appropriate behavior. According to research, this approach has been very effective in inner city school environment. Teachers and students create for classroom behavior that includes prevention, "action dimension" and resolution. Students have responded well when they are given responsibility, when the rules are fair and applied evenly (Curwin & Mendler, 1997). Some criticize this method because it gives students more control and limits the teacher to only certain consequences.

A third classroom management approach was developed by William Glasser, in the 1950s, called Reality Therapy. The emphasis of this programme is to help students connect behavior with consequence. This is done with class meetings, clear rules, and contracts. Glasser's Reality Therapy Emmer and Stough (2001) stressed the use of choice as the cause of behavior, good or bad, and thus instructed teachers to direct students towards making value judgments about their behavior. By making value judgments, students would come to realize the importance of "good" choices in behavior and continued to make them again in the future. Therefore, students were taught the difference between

a “good judgment”, and a “bad judgment”. The purpose of this method is to teach students right from wrong at a very early age. In today’s classrooms, rewards are given for “good choices” and consequences are given for “bad choices”. This process too, is to promote good behaviour and diminish bad behaviour in the classroom. Teachers must model good behaviour and reward students that make positive choices. Some criticize some aspects of this plan, such as the lack of structure and grading (Randall, 2004 – Accessed 9/5/12).

The 1-2-3 Magic plan, developed by Phelan (1995), was first dedicated to helping parents manage their children’s behaviour at home. It began its history As a parental tool to help others control their child’s behaviour. But soon it found its way into the schoolrooms and offices of teachers, counselors, and psychologists. The methodology is a basic counting action by the teacher to either start or stop a behaviour. When the teacher counts to “three” the desired behaviour should have started or stopped otherwise a consequence will result. This approach is very effective for small children, but its methods have not been effective in the higher institutions.

Another classroom management technique that has become common is Peer Mediation (Schmidt, Friedman, and Marvel, 1992). Mediation techniques and programmes have become very popular in the public sector, in courts, and now in schools to solve disputes like divorces or accidents. Students are trained to help mediate problems in a school setting. This programme would provide a proactive and student led system of behaviour and classroom management.

Students would learn skills in active listening, compromise, and taking responsibility for their actions. This method works very well in a high school setting where students are able to take ownership of the classroom and their peers behaviours and consequences.

White, Algonzzine, Audette, Marr and Ellis (2001) developed the Unified Discipline approach. This is a carefully structured school wide behaviour management programme. This programme was developed to help improve school wide discipline to make sure there is consistency among all of the teachers and administrators. Students would be given clear rules, expectations, and consequences that would be applied throughout the school. All teachers and administrators have a role within the discipline plan and all students are aware of the rules and the consequences that will result when rules are broken. This system encourages communication among all members of the school community and takes the guess work out of administering punishment. Unified discipline creates a team atmosphere and helps ensure that all students are treated fairly.

Smith (2000) (accessed 4/5/12) developed a technique called Conscious Classroom Management. This method helps teachers by focusing on positive standards that help create the idea that classroom management is all about prevention and discipline is all about intervention. Smith believes that consistency is the most important aspect of classroom management and by setting clear expectations in the beginning, students and teachers can create a warm and engaging classroom community.

There are many different types of classroom management approaches. There are many resources for teachers, parents, and administrators to use when developing behaviour management program in the classroom and at home. Ultimately, teachers must use the approach that works for them and the students they teach. Each method has strengths and weaknesses. The goal is to provide a classroom, where students feel comfortable, in their environment, so they can reach their full educational potential.

2.4 Classroom Management Techniques

Techniques of classroom management 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. Different scholars have different views on the various techniques that can be used to manage a classroom and maintain discipline.

Banjo (1993) in his book, listed the following factors that contribute to effective discipline in school:

- ⇒ the personality of the teacher;
- ⇒ good teaching methods;
- ⇒ constantly keeping the pupils busy;
- ⇒ supervision of the students in the classroom;
- ⇒ a good physical environment;
- ⇒ a good government leadership;

⇒ wise administration of rewards;

⇒ use of punishment; and

⇒ forms of punishment like disgrace, detentions and tasks, free discipline, reproof, payment of fine, etc.

Among all these forms of punishment, he recommended reproof. This is because, all the other forms will make the child feel that he is cheated or may cause physical injury to the child's body. But reproof will make the child realize his mistakes easily. All punishments should be able to effectively control the behaviour of the child easily.

While Blair (1975), gave the following guiding principles for maintaining good classroom management.

⇒ Use reinforcement and rewards during lesson.

⇒ Provide adequate models of teachings

⇒ Extinguish undesirable behaviour by failing to reward them.

⇒ Use punishment sparingly and wisely.

⇒ Improve your communication style in the class.

It is obvious that you cannot have enough classroom management techniques. In the years to come, one may spend more time tinkering with your classroom management techniques until you have a set of tools that allow your classroom to maintain a learning environment, and consistent flow of knowledge. Squidoo (2011), says that one important technique of classroom management is that before a teacher begins his lesson, from the planning stage,

he must also plan the lesson, for all wrong doing on indisciplinary act that could happen in the class. She says, as a classroom teacher, you must be able to plan a lesson that will meet the set standard in the class. In order words, one can say that, a classroom teacher should be able to have knowledge of some indiscipline act, that might come up in the class during lesson and at the same time, plan on how to manage it in the class. This can be easily done by the teacher knowing the tactics students play in class, and as well as the topics taught, and how difficult the topic might be. When they come up with some of these acts in the class, the teacher will know how to manage them.

Melissa (2011) outlined a step-by-step approach, as Top 10 techniques for classroom discipline and management.

- ✓ Do not start a term or section with poor discipline plan in the class. Before a term or school year begins, the teacher should come up with good discipline plan for his class, so that the students or pupils will know these plans. But if they know the teacher have poor plan, they can easily get away with it and can disrupt the class, and once you set a precedent of allowing a lot of disruptions, it can hinder the management techniques.
- ✓ The teacher must act fairly for all students, if you expect them to cooperate with you, because if you are partial, the cheated students will not be keen to follow your rules.

- ✓ There is need to deal with classroom disruptions immediately, for instance, if you are having a classroom discussion, and some students are talking among themselves, you must deal with it.
- ✓ Always avoid a confrontation in front of students; this is because whenever there is a confrontation in the class, there is always a winner and a loser. There are some disciplinary act, that needs to be dealt with in private.
- ✓ Try to stop disruptions with a little humor. Sometimes all it takes is for everyone to have a good laugh to get things back on track in a classroom.
- ✓ Keep high expectations in your class, this can be done by cautioning the students to respect each others opinions and listen to what each person says with disruption, if in a group discussion.
- ✓ You must have a set out plan daily as you must over plan, because free time is something every teacher should avoid. The students should not be allowed just to talk each day. The teacher must have additional activities into the lesson plan to cover up for any free time.
- ✓ Be consistent – all classroom rules must be consistent, you don't ignore to enforce a rule one day, and bring it out, the next day. Else the students will quickly loss respect for the teacher.
- ✓ The rules you make in the class must be understandable and reasonable. You must be selective in your class rules e.g. no one can follow 180 rules in the class consistently.

- ✓ Always try to start each new day in the class fresh and lively.

2.5 Classroom Management Skills

As Emmer and Stough (2001) believed, the development of classroom management understanding and skills is likely to be a staged process. This means knowledge of how classroom management works will be acquired over many years. A teacher must have a basic knowledge of the many approaches available to build a management routine that is both comfortable and efficient.

There are some other demonstrative skills which every effective teacher must have, Wragg (1984) (Accessed 2/9/12) opined that these skills can be learned and applied by new comers to the profession. Every teacher should know the developmental stages of man, because they deal with people of different ages, and especially the primary school teacher must know that there are changes in behaviour as the pupils grow. For instance, when there are younger or less matured pupils in the class, there is, of course, a danger of things getting silly and out of control. An atmosphere the students enjoy and feel relaxed working in can quickly undermine your roll as a teacher and make future lesson more difficult. However, McManus (1989), sensibly points out 'teaching is more than the some of its parts' but it is possible from research to discern 'four rules of classroom management' that can be applied by successful teachers which like the four rules of mathematics that enhance assimilated it can be used in different situations.

- ✓ These rules as stated in Smith and Laslett (1999) are as follows:

- ✓ Rule One => Get them ready or in
- ✓ Rule two => Get them out
- ✓ Rule three => Get on with it
- ✓ Rule four => Get on with them
- ✓ **Rule One – Get Them In:** This rule simply emphases the need to start the days lesson briskly and interesting, to avoid pupils being board with the lesson. The teachers should be occupied with distributing learning materials, setting up displays. But when adequate preparations are not done, it leads to distraction; it is in this vein, that Smith and Laslett (1999) say that class activities if not well organized, can lead to further distraction in the form of exhortation, reprimand or even disciplinary action by the teacher which extends the delay in beginning the lesson. To this, classroom teacher should begin each class period with positive attitude and well prepared. The process of 'getting them in' can be seen to involve three phases; greeting, seating, and starting.
- ✓ **Greeting –** Here the teacher has to be in the class before the pupils arrive. If the class is well arranged, neat and tidy, materials are available, displays arranged, examples and instructions are written on the board. All these will help to keep the class in order as soon as the pupils arrive, and get set for the days activities.
- ✓ **Seating –** After the classroom has been arranged, the teacher helps the pupils to seat. The teacher decides the places where the pupils will sit,

they will have to seat according to their height, age, and the nature of the activity. However, Smith and Laslett (1999) opined that teachers may encourage pupils to sit with their friends to promote cooperation or they may deliberately and arbitrarily disperse such centers of potential distraction. But the teacher must watch out, so that they will not distract others, the seating plan must be well arranged to enable the teacher and pupils move freely.

- ✓ **Starting –** getting started is important because it involves the mental alertness of the pupil. Whatever the lesson or subject(s) is important that it should start with the activities that will occupy the child quietly. When the lesson begins smoothly, it will create a positive atmosphere for moving on during the days lesson.
- ✓ **Rule Two – Get Them Out:** This is the careful plan of how to end a lesson. This is because when the lesson starts well, it must end smoothly. According to Smith and Laslett (1999), this is the way experienced teachers successfully handle transition from one activity to another. As Gray and Richer (1988) put it, 'structure at the end of a lesson is all too easily lost in a sigh of relief that it is nearly over'. It is very bad, if a well started lesson ends with noisy, chaotic and stressful finale. Two aspects important in this rule are concluding a lesson and dismissing a class.
- ✓ **Concluding –** This should involve an orderly procedure to end a lesson. It is not advisable to give reinforcement when the pupils are still busy

writing or engage in collecting books, rather it is advisable to give a pre-warning to stop work, before giving reinforcement.

- ✓ **Dismissing –** Dismissing a class, varies according to the age of the pupils. Gray and Richer (1988) suggest, 'arm folded, sitting up straight, or similar ritualized instructions may be appropriate for controlling young children. Therefore, children should be helped to prepare for the next lesson, as soon as one ends.
- ✓ **Rule Three – Get On With It:** This is the main content of the lesson, and the methodology of teaching matters.
- ✓ **Content –** pupils normally find it difficult to learn, when the content of the lesson does not match the ability of the pupils to whom it is delivered, as this can result to difficulties in learning and consequent problems with behaviour like noise making might arise. To this, the school head should carefully scrutinize the curriculum and scheme of work, while the lesson plan should be checked and marked. Smith and Laslett (1999) stipulates that when the curriculum are well checked and implemented, the classroom activities will flow well and it is vital to discipline because interruption leads to distraction and loss of interest for pupils and teachers.
- ✓ **Manner –** Developing good positive relationship matters in a classroom, this is because it has been noted that dialogue is unique in developing positive relationship. The atmosphere in a classroom is like any 'weather

system' subject to change and an effective teacher should be able to spot a minor disturbance before it builds up into a major depression. Another aspect of manner is the ability for the teacher to use the eye contact to communicate with the child. Marland (1975) described it as a lighthouse technique, where each sentence is spoken to an individual child, through the eye contact.

- ✓ **Rule Four – Get On With Them:** Teachers develop good personal relationships with their pupils by fostering mutual trust and respect. To do this, effective teachers need to be aware of each child as an individual and be sensitive to the mood of the class as a whole. This means knowing who's who and keeping track of what's going on. Knowing who's who is keeping record of the children, knowing their names; this makes discipline easier because wrong doers can easily be identified. And rebukes can be personalized, like keep quite Sule or sit up Yinka. The instructions can easily be adhered, much more than when it is vague, like "that girl at the back sit up or the boy over there be quite". However, Smith and Laslett (1999) say that recognition has much more positive influence since it conveys the teacher's interest. Knowing what's going on; entails teacher moving round the class instead of becoming 'desk bound' and allowing children to queue waiting for attention, moving round the classroom, quietly marking work in progress, offering guidance and

advice to pupil/help in maintaining discipline in the classroom. It is obvious that the teachers presence can reprimand some misbehaviour.

However, following these four rules of classroom management, will not provide a trouble-free teaching but rather it analyse some aspect of classroom learning that can be productive to curb some aspect of management problems in the class. Moreso, these rules help the teacher to develop a personal relationship with pupils and teachers, which will help teachers to identify areas where changed approach might be needed.

2.6 Significance of Classroom Management

Managing student's behaviour has always been a primary concern of teachers for student misbehaviours have interfered with a positive learning environment. From the beginning of teaching experience, teachers commonly express their concern about controlling the students and creating a disciplined environment in order to create a proper atmosphere for learning; and classroom management is commonly mentioned as the most intricate aspect of teaching. Doyle (1986) also states that maintaining order in a classroom is a basic task of teaching as management activities lead to the establishment and maintenance of those conditions in which instruction can take place effectively and efficiently. There is accumulating evidence from meta-analyses of variables that influence school learning and that classroom management has been identified as one of the variables that has greatest influence on school learning (Freiberg, 1999). Today, classroom management is becoming an increasing problem for teachers and

administrators in primary schools because of changes in educational environments.

Classroom management has been defined differently by various writers. Conceptions of classroom management are influenced by changes in research perspectives actuaries points since the late 1960s (Yasar 2008). Since that time the meaning of the term classroom management has changed from describing discipline practices and behavioural interventions to serving as a more wholislic view of teachers' actions in orchestrating supportive learning environments and building community. In most general terms classroom management refers to the actions and strategies teachers utilize to maintain order (Doyle, 1986). Doyle (1986) further stated that two major tasks -learning and order- constitute teaching. For learning to be achieved, order must be provided in the classrooms beforehand; so these two tasks are said to be indivisible. This relationship between classroom management and student learning makes the issue of classroom management of critical importance.

Classroom management was often viewed as the same with discipline in the past. Historically, management research focused teachers reactions to students' misbehaviour. However, many researchers claim that they are not the same; classroom management is much more than controlling the students and preventing misbehaviour. Everston, Emmer and Clements (1997), stated that classroom management is broader than the notion of student discipline. It includes all the things teachers must do to enhance student involvement and

cooperation in classroom tasks and to establish a productive learning environment. Once again, Good and Brophy (2003) states that classroom management is different from a discipline plan; it includes the teachers' beliefs and values, as they relate to discipline, but also how they inter wine with various other underlying aspects of the class' structure. They suggests that there are mainly three aspects- the physical environment of the classroom, the amount of teacher preparation and ways in which the lesson is presented- which influence classroom management; and the classroom management is organization-of all these aspects in a classroom.

Study made by Kounin (1970) on classroom management dimension moved from reactive to proactive teacher behaviours. Videotapes of classroom events' being carefully analyzed indicated that teachers' managerial success lay in their ability to prevent problems by eliciting student cooperation and involvement in seatwork. Principles discovered by Kounin point out effective classroom managers succeed not so much because they are good at handling disruption when it occurs, but because they are good at maximizing the time students spend engaging in tasks. They are good all preventing interruption from happening in the first place. Their focus is not on prevention of misbehaviour and disruption as such but on creating an efficient learning environment, preparing and teaching high-quality lessons, and selecting and monitoring student performance followed by supportive feedback.

Similarly, Brophy (1986) defines classroom management as a teacher's efforts to establish and maintain the classroom as an effective environment for teaching and learning. He discusses the importance of the close and mutually supportive relationships between effective classroom management and effective curriculum and instruction. Good classroom management implies good instruction. "All research results show that in addition to dealing with the misbehaviours and problems effectively, to prevent them from occurring is an important aspect of efficient classroom management" (Brophy, 1986: 6). He also states that prevention is possible with good planning, curriculum pacing, and instruction that keep students profitably engaged in academic tasks. As well management and instruction are closely interrelated since instruction is involved in much of the activity that would typically be described as classroom management; such as classroom routines for activities. Successful classroom managers increase the time students engaged in academic activities. They also maximize their students' opportunities to learn academic content, and these result in superior performance on achievement tests (Brophy, 1982). In another study, Brophy (1986), describes the ways of creating an effective environment for teaching and learning with the help of classroom management techniques, and focuses on establishing an effective management system, maintaining attention and (ask engagement, and pursuing broader student socialization goals (Brophy, 1986).

However, Yasar (2008) argued that being proactive in behaviour management from the start is much easier and more productive than reacting when misbehaviours after occurrence. They define classroom management as "a wide-array of proactive, well-established, and consistent techniques and practices teachers employ to create an atmosphere conducive to learning". Everston and Homes (1999) proposed "orchestration" to be the more appropriate definition for classroom management. They opined that, the teacher is expected to orchestrate the classroom where proactive and reactive strategic are included, the students' agenda and needs are catered for less paperwork is required and more reflection and discussion take place.

Like many educators, Martinuyi and Baldwin (1998) supported that classroom management is a powerful dimension of teacher effectiveness. Infective student behaviour management has always been an essential issue in the mind of most educators. Thus, effective classroom management plays a significant role for constructive educational environments for both learners and educators. To provide clarity about what classroom management is - and is not - Martin, Yin, and Baldwin (1998) offered that although often used in the same meaning, the terms classroom management and discipline are not synonymous. Discipline classically refers to the structures and rules for student behaviour and attempts to guarantee that students obey those rules. "Classroom management, on the other hand, is a broader, umbrella term describing teacher efforts to watch over a multitude of activities in the classroom including learning, social

interaction, and student behaviour" (Martin, Yin, & Baldwin, 1998, p.l). They defined classroom management as a comprehensive concept that consists of three independent dimensions: instructional management, people management, and behaviour management. The definition is elaborated below:

> The instructional management dimension is based on the daily routines of the classroom and allocation of materials. The people management dimension is centred on how the teacher perceives the students and how they view their relationship with the students. The final dimension, behaviour management, is somewhat similar to the concept of classroom discipline but differs in that it focuses on a teacher's pre-planned methods of preventing misbehaviour, rather than simply on their reaction lo it once it occurs." (Martin, Yin, & Baldwin. 1998, p.2)

As it is suggested by many researchers, classroom management is one of the leading factors influences learning, since it is significant in facilitating the learning process. Effective classroom management strategies are crucial to creating efficient learning environments for the learners.

In their meta-analysis research, Wang, Haertel and Walberg (1994) found out that direct influences like classroom management affect student learning more than indirect influences such as policies. They made an analysis of 50 years of research combining 11.000 statistical research findings from the content analysis, the research synthesis, and the survey of experts; they obtained an average score for each of the 28 categories. Classroom management included teachers' "with-it-ness,: learners' responsibilities, group alerting, and smooth transitions. Then they listed the categories from most to least influential; and classroom management, meta cognitive processes and home environment

variables were at the top the list and had the greatest influence on students' learning. The research also indicated that effective classroom management increases student engagement, decreases disruptive behaviours and makes good use of instructional time. Constructive student and teacher social interactions also have a familiar effect on school learning. The frequency and quantity of these interactions contribute to students' sense of self-esteem and foster a sense of membership in the class and school (Wang, Haertel & Walberg, 1994).

In the study about the differences between the effective teachers and ineffective teachers, Everston, Emmer and Brophy (1980) compared math teachers- six of them were identified as ineffective and three were identified as highly effective teachers basing on the student learning gains in achievement test and on the basis of students altitudes measured by the questionnaire given at the end of the year to each teacher's students. These teachers' classrooms were extensively observed by the objective observers who had no knowledge about the students' achievement level. Although the results showed that there was no significant difference on classroom behaviour between two groups of teachers, there were reliable differences on classroom management variables. Teachers labelled as highly-effective were more successful in managing the classroom activities and routines.

Marzano and Marzano (2003) also stated that classroom management is a key to high student achievement. In their research, they found out that teachers' actions in their classrooms have twice the impact on student achievement as do

school policies regarding curriculum, assessment, staff collegiality, and community involvement. Effective classroom manager provides effective instruction, so management is an integral part of learning process.

Everston and Brophy (1980) also reported the results of one of the major studies in classroom management. Their sample included some 30 elementary teachers whose students had exhibited consistently better than expected gains 'in academic achievement. The comparison group consisted of 38 teachers whose performance was more typical. Although the study focused on a wide variety of teaching behaviours, classroom management surfaced as one of the critical aspects of effective teaching.

Moreover, studies show that there is a positive correlation between teacher effectiveness and students achievement. There are many characteristics- such as well-organized, active, strongly academically oriented, managing efficiently- that define an effective teacher. Many studies have demonstrated that classroom management is an influential attribute in teacher effectiveness. The more academically effective teachers in those studies generally had better organized classrooms and fewer behaviour problems (Everston and Emmer, 1997). Highly effective teachers make good use of instruction time by providing task-engagement for all the students with the help of variable and challenging activities. Effective teachers can multitask and have an elevated awareness of all actions in the classroom while solving minor problems and distraction (Good &

Brophy, 2002). In well-organized classes, the successful teachers did not have to react as often to behaviour problems, because such problems are quite rare.

More effective teachers were seen as more effective classroom managers. They were more consistent in rule enforcement, monitored better, accepted less disturbance, had fewer interruptions, and had more efficient transitions. They are also perceived to have greater confidence and enthusiasm, less anxiety, and to be more encouraging and receptive to student input. Everston, Emmer & Brophy (1980) found in his analysis of research in the area of classroom management that effective classroom management is often identical with being an effective teacher. Creating a safe and orderly classroom environment optimizes the opportunity for students to learn and teachers to teach. Classroom management may increase or decrease the value of teaching and learning basing on its appropriateness.

While assessing the self-efficacy beliefs of teachers, classroom management constitutes one of the six main domains of teacher functioning. Teacher efficacy has been related to teachers' behaviours in the classroom, affecting their levels of effort, aspiration, planning, and organization, and their persistence and resilience in complicated conditions (Gordon, 1989), Specifically, teachers with a higher sense of efficacy tend to be more enthusiastic about teaching and committed to teaching. In the study about dimensions of teacher self-efficacy carried out by Gordon (1989), classroom management domain is the

one that teachers had the lowest confidence about; which means that this is a major obstacle for effective learning environments.

2.7 Classroom Management Approaches

Classroom management is the process of organizing and conducting the business of the classroom. Many perceive it as the preservation of order through teacher control. Classroom management is much more than that, however! It also involves the establishment and maintenance of the classroom environment so that educational goals can be accomplished (Savage & Savage, 2010)(accessed October 3, 2012).

Effective classroom managers create orderly, safe environments where students feel valued and comfortable, thus setting the stage for teaching and learning. To achieve that, they strategically arrange classroom space to support a variety of independent, small and large group activities (Crane, 2001). Elementary teachers also designate a large area of floor space where students can gather for read-aloud, demonstrations, and class meetings. In all classrooms, there should be no "blind" areas in the room where students can be out of view. To structure "traffic flow" and minimize disruption, teachers separate high-traffic areas such as group work areas, learning centres, students' desks, the teacher's desk, the pencil sharpener, bookshelves, computer stations, and storage areas. Teachers ensure plentiful room for students' movement, especially for students who have physically handicaps. Furthermore, they decide how to store classroom materials, including students' personal items, textbooks, resource

books, instructional materials, frequently used materials, and equipment. Finally, they decide what materials will be accessible by students and which areas are designated for teacher use only.

Although not its sole component, discipline is another highly important aspect of classroom management. Discipline is a systematic way of teaching students to assume responsibility for their behavioural choices; punishment focuses upon negative consequences for misbehaviour. This write-up will focus on discipline rather than punishment even though your success as a classroom teacher will depend on your adequacy in making sound decisions in both of these areas.

Effective primary and secondary school teachers create optimal learning environments by establishing and enforcing rules, creating caring teacher-student relationships, addressing problem behaviours, and using quality communication. Students of all ages may have behavioural, attitudinal, and social issues. Older students' problems, however, are more long standing and thus more difficult to address. Many secondary school students resist authority and place greater importance on peer norms. Furthermore, because most middle school students have more advanced reasoning skills than primary pupils, they generally demand more elaborate and logical explanation of rules and discipline. Keep these differences between primary and secondary school students in mind as we explore effective classroom management strategies.

There are a number of classroom management strategies available to teachers. Let's begin by taking a look at three management approaches. These three approaches to classroom management form a continuum, from the self-discipline approach at one extreme, to the instructional approach, to the desist approach at the opposite extreme.

2.7.1 The Self-discipline Approach

The self-discipline approach is built on the premise that students can be trusted to reflect upon and regulate their behaviours to benefit themselves and others. Advocates for this democratic view of classroom management argue that teachers need to exhibit the dispositions of respect, realness, trust, acceptance, and empathy toward students so they can build and establish working teacher-student relationship (Barbara, 2002).

2.7.2 The Instructional Approach

Teachers who use the instructional approach to classroom management prevent most management problems by actively engaging students in high-interest lessons geared to meet their interest, needs and abilities. Thus, students are motivated to attend class, positively participate in activities, and manage their own behaviour. Jones (2000) advocates the instructional approach to classroom management.

2.7.3 The Desist Approach

The desist approach to classroom management gives the teacher full responsibility for regulating the classroom. The teacher establishes and enforces

a set of a specific rule to control student behaviour in the classroom. Because the desist approach models of classroom management give teachers power to deal forcefully and quickly with misbehaviour. This can be viewed as power system. This approach probably is the most widely used classroom management strategy in today's schools. The desist approach is advocated by Canter and Canter (1976) The three management approaches are summarized in table 2.1, to help you determine your own modus operandi, or managerial style.

Table 2.1: Management approaches

Approach	**Description**
Self-discipline approach	View that students can evaluate and change to appropriate behaviour
Instructional approach	View that well-planned and well-implemented instruction will prevent classroom problems.
Desist approach	View that the teacher should have full regulatory power in the classroom.

Source: Canter and Canter (1976)

2.8 The Role of the Teacher in Classroom Management

Teachers are principal managers of their classrooms; however, classroom management could pose a problem to the teacher, if he lacks the competence to create the setting. Among the roles the teacher had to play are; decorate the classroom, arrange the chairs, talk to the pupils, and listen to their responses, putting routine in place and then executing, modifying and reinstating them,

developing rules and communicating those rules to pupils. It is important for one to note that, the action performed by a teacher on each of these variables mentioned above, will determine the academic achievement and behaviour of the pupils. No wonder Oyinloye (2010), in his work opined that, it is the duty of the teacher to create a good learning environment. The creation of good learning environment involves how a teacher manages or ensures both physical space and cognitive space. The way the teacher prepares the classroom physically could determine the level of students' participation in lesson. He further said that, a physical management of the classroom could make the classroom warm and inviting, while distracting features of a room are eliminated. The physical arrangement of the classroom, should match the teachers philosophy of learning. Pupils should also have access to necessary materials.

The teacher has to manage the cognitive space properly. This refers to the expectations the teacher set for pupils in the classroom and also the process of creating motivational climate. An effective teacher is expected to create classroom management practices that will make the pupils see the need for learning. This could happen where the teacher develops plans of what to achieve and rules and procedure to be followed by both teachers and pupils especially at the beginning of the term. Lewis (2000) says that setting limits for students make them behave better and know what to do. The rules will show the expected behaviours in the classroom such as how pupils interact with peers and teachers, while procedure will spell out how things are done. The rules are best made by

both teachers and pupils. The teachers should also encourage the pupils to see the need for the activities in which they are involved and that of others. This will encourage them to put in their best. Teachers should be able to take appropriate decisions at an appropriate time. Brophy (1998) says that teachers should always be attentive to students' individual behaviour and learning needs. This means that for a teacher to maintain a learning environment, he needs to actively monitor the activities of the pupils.

Active monitoring from classroom research, involves watching behaviour closely, intervening to correct bad behaviour before it escalates. However, Jones (1996) opined that teachers must monitor both students' behaviour and learning by keeping eyes out for when pupils appear stuck, when they need help, redirection, correction and encouragement. In order to maintain an effective classroom management, teachers must always check pupils understanding. This he can do privately and publicly. Teacher must always anticipate learners' actions and reactions during a lesson, in order to deal precisely with any problem that could occur.

Another important factor in classroom management is the communication style between the teachers and pupils. The communication style of a teacher has a lot of influence in the achievement of students. This was concurred by Cowley (2003) when he stipulated that, effective teacher, will describe objective clearly, give accurate instruction for assignment and respond to students questions and understand the needs of the students. Therefore, communication should be made

in clear language, which will enhance pupils understanding. In order words, pupils should be encouraged to make their own contributions freely and they should be made to understand that their contribution is valued.

These tips are also a guide to good classroom management, in the same vein, Groove (2011) outlined five (5) critical classroom management domains a teacher should follow to get a good discipline in the classroom. These domains argument the 10 top tips as stated by Kelly (2011). Among them are:

- ✓ the teacher must be academically sound so that your students will not loose faith in you as a teacher. So you must shine as a teacher;
- ✓ you must be able to manage your time very well as a teacher. Good time management, helps you not to be lackadaisical and sloppy;
- ✓ discipline – always maintain good discipline in the class. For instance, you can't teach if your students are fighting and screaming in the classroom;
- ✓ relationship building – to be effective you must build professional working relationships with students, pupils, parents, administrators, colleagues, and community; and
- ✓ job protection – the teacher must always be in the classroom to protect the interest of the job. If you are not in the classroom, you can't teach.

Finally, these domains or techniques are important, and together are critical to your success as a teacher, likewise, all the above mentioned techniques are important, because they will surely help the teacher to easily manage and

control the classroom effectively, and this will lead to enhance efficient classroom teaching and learning, as well as good character development.

2.9 Principles, Rules and Procedures

According to Curwln and Mendler (1997), a principle defines the positive attitudes and expectations for long term behavioural growth, like showing respect and caring about others. A rule is developed from a guiding principle. A procedure is a specific activity that is directed at accomplishing something that is related to the rule. Therefore, principles, rules, and procedures are necessary for instruction to continue without major disruptions.

The New Teacher

According to Freiberg (2002), new teachers are often limited in their range of instructional strategies. Often, these teachers were not taught how to establish the positive, organized learning environment necessary for them to teach and for students to learn. This puts new educators at a great disadvantage. They have not acquired the knowledge or skill to determine criteria needed to develop an efficient management plan. After many years of struggle, trial, and error, these teachers have haphazardly developed their own working strategies or the struggle became too great and they have left the teaching field. These educators are expected to comply with national curriculum standards to create an active learning environment. A task in which they have not had experienced instruction. Frieberg (2002) also stated that organizational strategies were the most difficult for new teachers to master. So, in order to create well-designed

rules, a new teacher must first become organized and confident in the instructional strategies used in the classroom.

Education Act Amendment of 1997 recognized the right of every child to free and appropriate education, included the concept that children with disabilities are to be educated with their peers. Emmer and Stough (2001) also presented the Individuals with Disabilities Education Act of 1990 mandates that student with disabilities be provided an appropriate education in the least restrictive environment, which for most students is in the general education classroom. These disabilities could include psychological as well as physiological, or a combination of both. Regardless of the controversy over the inclusive education movement, teachers are continually being placed in inclusive classrooms. Often times the range of student abilities and instructional needs are wide. Teachers often lack the appropriate training and background required to effectively instruct students with disabilities. Therefore, it is very important that teachers gain some basic knowledge in disability awareness. This knowledge is necessary in order to develop well-designed classroom rules to accommodate those students with disabilities.

Criteria for Creating Rules in the Classroom

The following list will entail a more specific look at the criteria for creating well-designed classroom rules, as cited by Rademachcr and Callahan (1998),

1. Make rules acceptable to both teacher and student, Rules should be reasonable, they should be changed when conditions change, and they

should be decided upon jointly by teacher and student if at all possible. Giving a voice to students in the formulation and acceptance of rules increases the likelihood that students will follow them. This in turn will facilitate a more positive learning environment.

2. Begin each rule with an action word. Action words prompt students to act accordingly, with desirable behaviour. Thus, action words serve as a reminder to students as to what they must do in order to exercise the correct behaviour associated with the rule. The importance of clear and concise wordage stating rules that promote and prompt appropriate behaviour for students with particular disabilities cannot be overstated.

   Example of precise rule statement: Raise your hand to be recognized,

   Example of vague rule statement: Students should never talk when the teacher is teaching.

3. State rules in positive terms. When a rule is stated in positive terms, it implies that students are expected to act in a mature and responsible manner. A negatively stated rule may communicate a negative expectation.

   Example of a positive rule statement: Walk in the halls.

   Example of a negative rule statement: Don't run in the halls.

4. Focus the rule on observable behaviours that can be taught in association with well-established procedures. A rule must be observable in order to be measurable.

Example of observable rule statement: Raise your hand to be recognized.

Example of unobservable rule statement: Think before you speak.

Observable rules are also measurable. In the example, it is possible for the teacher to count the actual number to times the child remembered to raise his or her hand during the lesson. Measurable behaviours associated with particular rules are necessary in order to give a positive and corrective feedback to the student.

Specific feedback lets students know you appreciate their effort in following class rules. Corrective feedback that includes problem-solving components helps students see how their behaviour might be improved in a particular area. Example of positive feedback: "I noticed that practically all the members of the class remembered to raise their hands to be recognized, while the speaker was here." Example of positive and corrective feedback with a problem-solving component:

"I noticed that all students followed the speaker's directions. However, several warnings had to he given to students who frequently failed to raise their hands to be recognized. II seemed our speaker was having trouble telling us about his exciting adventure because of so many student interruptions. Can anyone suggest what we might do in the future to be better listeners for guest speakers?"

5. Relate rules to work and safety habits. Rules should never specifically address academic achievement, but they can reinforce the principles of

developing good work habits and establishing a safe environment Example of positive rule statement: Begin work on time. Example of negative rule statement: Everyone must make 85% on the weekly test.

6. Design rules that are general and transferable. Students with learning and behavioural differences often have difficulty transferring what has been taught in one setting to another selling. Therefore, designing rules that help students behave properly across a variety of setting demands is recommended.

   Example of general rule statement: Begin work on time.

   Follow directions at all times.

   Example of specific rule statement: Do your work.

   Do what the teacher says.

7. Keep the number of rules small and in sequential order. A general rule to remember is to limit the number of rules to no more that eight, fewer if possible. It is also important to list the rules in a way that will prompt appropriate behaviour from the moment students enter the classroom until the end of the school day. This is possible when rules and procedures are clearly delineated.

8. Post rules so that they can be easily seen by students and the teacher. Displaying a set of well-designed rules in a significant place in the classroom reminds students and the teacher of a specific code of behaviour that has been established and agreed upon by the entire class.

For students who have difficulty using appropriate behaviours, the posted rules serve as a helpful visual reminder about how to act appropriately. Teachers benefit by the posted rules because they can easily refer to a specific rule when giving verbal reprimands and that offers the student some choices.

2.10 The Importance of Effective Classroom Management to the Achievement of Educational Objectives

The ability of teachers to organize classrooms and manage the behaviour of their students is critical to achieving positive educational outcomes. Although sound behaviour management does not guarantee effective instruction, it establishes the environmental context that makes good instruction possible. Reciprocally, highly effective instruction reduces, but does not eliminate, classroom behaviour problems (Emmer & Stough, 2001).

A significant body of research also attests to the fact that classroom organization and behaviour management competencies significantly influence the persistence of new teachers in teaching careers (Ingersoll & Smith, 2003). New teachers typically express concerns about lacking effective means to handle the significant disruptive behaviour of students (Browers & Tomic, 2000). Teachers who have problems with behaviour management and classroom discipline are frequently ineffective in the classroom, and they often report high levels of stress and symptoms of burnout (Berliner, 1986; Browers & Tomic, 2000; Espin & Yell, 1994). Disruptive classroom behaviour is a significant reason why

teachers leave the profession (Ingersoll & Smith, 2003). Disruptive behaviour is a particular problem in classrooms of economically disadvantaged students (Kellam, Ling, Merisca, Brown & Ialongo, 1998). 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 at-risk students and to their excessive referrals for special education (Donovan & Cross, 2002). 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, 2005). Thus, many of the least capable teachers begin their careers teaching the most challenging students with the predictable result being low student achievement.

In addition to inappropriate assignment, inadequate preparation and inadequate professional development are other major contributing factors to the classroom management problems faced by new teachers. Although the importance of effective classroom organization and behaviour management is widely acknowledged by educators, many new teachers report inadequate training and little assistance from colleagues and supervisors in establishing positive and productive classroom environment (Baker, 2005; Sievbert, 2005). Teacher educators insist that their preparation programs teach classroom organization and behavior management skills, but the indication is that such

skills are not taught thoroughly or with adequate supervision in a real classroom context (Siebert, 2005). The absence of supervised experience and professional development in the critical competencies of classroom organization and behavior management significantly reduces the effectiveness of many teachers, especially new teachers (Espin & Yell, 1994).

Improving the ability of teachers to effectively manage classroom behaviour requires a systematic approach to teacher preparation and ongoing professional development. There is no evidence to support the assumption that new teachers will just "pick up" classroom management skills given the experience and time. Although surveys indicate that experienced teachers have fewer concerns regarding classroom management, such surveys may be less an indication that teachers learn over time how to manage classroom effectively and more a result of the fact that many teachers who did not learn classroom management skills simply have left the profession (Baker, 2005). Thus, improved teacher preparation and professional development in classroom management are critical parts of the solution.

Ongoing professional development in classroom management is essential for all teachers but especially important for new teachers. Effectively managing the classroom is much more difficult for new teachers, who may not have received sufficient training and who may be assigned to classes with a large percentage of at-risk students. Overwhelmed by the needs and often unexpectedly disruptive behavior of their students, these new teachers often are

more reactive and more likely to respond to a student's inappropriate behavior by removing the student from the class. Thus, students who already are at risk for poor academic and behavioural outcomes receive less instruction, and they fall further behind; subsequently, their minor behavioural problems escalate and they are more likely to be inappropriately referred for special education services. In addition, students with disabilities are significantly more likely to be suspended than students without disabilities; further, students with emotional and behavioural disorders are suspended at more than four times the rate of students in other disability categories (Wagner, Kutash, Duchnowski, Epstein & Sumi, 2005). To address these concerns, school leaders need to ensure ongoing professional development in the area of classroom organization and behaviour management.

Finally, in teacher preparation programmes, greater emphasis needs to be placed on preparing both general and special educators to be competent and efficient at managing today's classrooms with their diverse range of learners. This approach means not only giving pre-service teachers the intellectual understanding of the issues involved but also ensuring that they have ample opportunity for guided practice and feedback in implementing both preventive and corrective behaviour management strategies.

2.11 Application of Punishment in Classroom Management

Savage (1999:205) remarks that punishment is the undesirable, painful or discomforting effect that results from misbehaviour. Punishment is based on the

belief that if children are made to suffer for wrong, they will not repeat their inappropriate behaviour (Department of Education, 2000a:1). Hence, in the school context, punishment is an action taken against an individual as a consequence of deviation from the school's code of conduct. Punishment can be effective in stopping unwanted behaviour. However, research shows that the use of punishment may also have several undesirable side effects (Savage, 1999:205).

According to Lakes (2004:571), controlling children in this manner hinders their development of self-esteem and self-identity. He further argues that controlling children may also reinforce the powerlessness they feel in adult environments and could stunt their growth toward equality, which could further escalate violence and anti-social behaviour in primary schools.

However, Sawankwe (2007) asserts that, punishment is a controversial issue that demands the highest degree of professionalism and responsibility on the part of the teacher. The teacher must act on behalf of the parents, in the best interests of the child, who is being prepared to take up his/her place in society. Learners therefore need to learn that their freedom cannot be at the expense of others and that they will be held accountable for their actions.

Teachers should understand the pros and cons about using punishment in the classroom, as schools frequently build punishing, or aversive, consequences into plans designed to help manage student behaviours. An important point about possible punishers is that they affect different people in different ways. Imagine a scenario, for example, in which a teacher uses time out as a

behavioural intervention for two students who frequently call out in the classroom. One student stops calling out almost immediately. For this student, time out is clearly a punisher. The second student persists in calling out, despite being placed repeatedly in time-out. For that student, time-out has no effect and is not a punisher at all. Punishment can take various forms in classroom discipline programs. Sometimes an event is presented whenever the student shows an undesired behaviour. A teacher may reprimand a student, for example, each time that the student leaves her seat without permission. In another form of punishment, the student may temporarily be removed to a less-reinforcing setting (e.g., by being sent to a time-out room for a 10 minute period of seclusion) whenever she displays a negative behaviour. In a type of punishment known as response-cost, a student has rewards, tokens, privileges, or other positive rein forcers taken away whenever he or she engage, in a problem behaviour. All examples of response cost is a student who earns stickers for good classroom conduct having one sticker removed from her sticker chart for each episode of misbehaviour. Teachers sometimes find punishment to be effective as a classroom behaviour management tool, especially in the short term. Because punishment tends to rapidly stop problem behaviours, the teacher in turn positively reinforced for using it (Martens & Meller, 1990). On the surface, then, punishment may appear to be a powerful and attractive behaviour management strategy. But this power can come at a significant cost. Research indicates that punishment is sometimes accompanied by significant negative side effects.

students who are regularly the object of punishment may over time show a drop in positive attitudes toward school (resulting in poor Attendance and work performance), have a more negative perception of teacher and adopt a more punitive manner in interacting with peers and adults (Martens & Melter, 1990).

What to Consider Before Using Punishment Techniques. Simply put, punishment techniques of any kind are strong behavioural medicine-and should be used with care and compassion. Before using any punishment technique, the teacher should consider whether: the student's behavioural problems are caused by a skill-deficit. From an ethical standpoint, students should never be punished for behaviours that they cannot help. For example, a student who is chronically disorganized and always arrives late to class with no writing materials may well need to be taught organization skills-rather than be punished for his lack of preparedness. Positive techniques alone will adequately improve problem behaviours. Instructors have a range of positive behaviour intervention strategies to draw on when shaping student behaviours. These positive approaches might include the structuring of the student's classroom experience to avoid behavioural triggers that lead to problems or the use of praise and other forms of reinforcement in order to reward the student for engaging inappropriate, 'learner-friendly' behaviours. Punishment techniques, particularly 'strong' forms of punishments such as isolation/seclusion time-out from reinforcement, generally should be considered only when the range of positive strategies has not been successful in improving the student's conduct. What to Think About When

Setting Up a Behaviour Program That Includes Punishment Techniques. Teachers who include punishment as one element of a behaviour plan are most likely to experience success if their plan follows these guidelines: Punishment is paired with positive reinforcement. The power of punishment Techniques is that they see ***Discipline as punishment***

In some countries, discipline is often understood more narrowly as punishment and as a result many mistakenly equate discipline with punishment. Most people, educators and parents alike, use the word "discipline" to mean control through punitive measures. To many people discipline suggests physical punishment; to others, rigid control of rules and regulations and autocratic authority, It is also indicated in the Child's Health Encyclopedia that many people associate the word "discipline" with punishment, which falls short of the full meaning of the word and that through discipline, children are able to learn self-control, self-direction, competence, and a sense of caring. In an attempt to distinguish discipline from punishment, Kight and Roseboro (1998:2) describe discipline as a positive approach to teach a child self-control and confidence; they maintain 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. Good discipline according to Joubert and Squelch (2005:2) does not happen by chance. It needs to be purposefully planned. It is the basis for teaching children how to be in harmony with themselves and get along with other people. According to Kight and

Roseboro (1998:2) the ultimate goal of discipline is for children to understand their own behaviour, take initiative and be responsible for their choices and respect themselves and others. In other words, children will internalise this positive process of thinking and behaving.

Punishment, on the other hand, according to Kight and Roseboro (1998:2) focuses on the misbehaviour and may do little or nothing to help a child behave better in the future. They maintain that the adult who punishes the child teaches the child that the adult, rather than the child, is responsible for the way the child behaves. While Kight and Roseboro (1998:2-3) believe that punishment has negative effects on children, such as inducing shame, guilt, anxiety, increased aggression, lack of independence and lack of fearing for others, and greater problems with parents, educators and other children, Joubert and Squelch (2005:2) indicate that some forms of punishment are limited by law. The difference in discipline as outlined by the acknowledged researchers gives a sense that discipline is more proactive in nature whereas punishment is more reactive.

But merely suppressing unacceptable behaviours is not enough: The student should also be encouraged to adopt positive classroom behaviours to replace them. When planning a behavioural program, then, it is always a good idea to complement negative consequences for inappropriate behaviours with a positive-reinforcement system that rewards a child's positive behaviours. In fact, for some children (e.g., those wish Attention-Deficit Hyperactivity Disorder), the

positive reinforcement program (e.g., sticker chart) should be put into place first. Only when that positive program begins to show results should a mild punishment component (e.g., response-cost) is added. The plan uses the mildest punishment technique that is likely to be effective.

When selecting a punishment technique, start off with less intensive interventions. Consider moving to a more intensive or restrictive form of punishment only if the milder alternative proves ineffective. A teacher may first decide, for example, to try in-class time-out (with the student remaining in the classroom during time-out and watching but not otherwise participating in academic activities) before moving to a more intensive form of isolation time-out in which the student is sent to a special time-out room form is behaviour. The student is not deprived of key opportunities to but social and academic skills. When selecting negative consequences to impose for student misbehaviour, one teacher should carefully consider possible harmful effects of that consequence before implementing it. For instance, reducing recess time as a consequence for misbehaviour may not be the best approach if the student already has few friends and limited social skills. Missing unstructured free time with her peers may in fact only worsen the student's social isolation. Similarly, teachers may want to rethink placing students with academic deficits into seclusion time-out or in-school detention, as such a consequence would deprive those children of opportunities for academic instruction that they badly need. The student provides input as the behaviour plan is being developed. One potential

unintended effect of punishment techniques is that the target child may feel powerless-a situation that could erode the child's investment in learning. Whenever possible, the teacher should give the student a v ice in the design of the behaviour management plan. For example, a teacher designing a response cost program might ask the student to come up with a 'secret' sign that the instructor might use to sign a warning to the student that be is on the verge of having a point deducted from his 'Great Study behaviours' chart. The behaviour plan is congruent with state regulations and school district policies and is parent support.

The use of punishment procedures to manage student behaviours is an issue of growing debate in school discipline, instructors should take care that all elements of a behaviour plan, including punishment procedures, fail within disciplinary guidelines both of the state education department and their school district. Parents, too, should be informed of any behaviour plan being put into place for their child and asked to sign off on it prior to that plan being implemented. (It is particularly important that parents approve behaviour plans if those plans contain punishment procedures such as use of time-out). The teacher monitors the effects of the behaviour plan. Because punishment procedures can in some cases lead to unintended negative effects on student performance and attitudes towards school, behaviour plans that include a punishment component should be closely monitored. Monitoring should include collection of information both about whether the student's problem behaviours

are improving under the plan and whether the child is showing any negative reaction to the behaviour plan itself.

Troubleshooting behaviour programs that include punishment techniques. Here are some ideas to think about if problems arise when using punishment techniques as part of a larger behaviour plan: The student reacts negatively to the behaviour program. Whenever a new behaviour plan is put into place for a student, teachers can expect that the student may initially 'test the limits' of the program. Such testing behaviour may include loud complaining, or the student's refusing to follow teacher requests. Often, such behaviours subside when the program has been in race and consistently enforced for a short time. If the student reacts to the program, though, with more serious behavioural outbursts that suggest a safety risk to self or others, the teacher should consider substantially revising or discontinuing the plan immediately. Also, if the student begins to show other negative reactions sometimes associated with use of punishment (e.g., reduced investment in learning, increased hostility toward teaching staff, etc.), the teacher should heed these potential warning signs and revise the behaviour plan as necessary. The student accepts the program but shows little behavioural improvement. If a student fails to show significant behavioural improvements within a reasonable amount of time, a plan that contains a punishment component should be revised or discontinued. (Teachers should be particularly careful not to regard a behaviour plan as 'effective' merely because it makes the student easier to manage. While an instructor, for example,

may like a time-out intervention because it offers her an occasional break from a problem student, that intervention should be regarded as useless or even harmful to the student if it fails to bring about a speedy improvement in that child's behaviours in the classroom.

Punishment techniques gradually lose their effectiveness. , is not uncommon for punishment to lose its effectiveness overtime as the recipient of that punishment becomes acclimated to it. In such cases, the problem is usually that the teacher has become over-dependent on using punishment techniques alone to manage the student's behaviours. An instructor may find after her intervention -us been in place for a month, for instance, that she has to reprimand, student more often and more insistently to get that student to comply with a request. (Remember that reprimands serve as a kind of punishment.) Upon reflection, the teacher realizes that she has been over using reprimands, furthermore, she finds that her loud reprimands distract other students from their class work. So the instructor revises the behaviour plan. She starts the student on a sticker chart for positive behaviours, giving the child a sticker each half-hour if the student completes and turns in all class assignments (positive reinforcement). The teacher also tells the student that she can have five extra mules of free time at the end of each day to spend in the book corner, a place that the student likes to visit. However, whenever the student fails to comply with a teacher request within 5 seconds during the day, the teacher deducts a single minute from the student’s extra free time (response-cost). The final behaviour

plan, then, combines both positive reinforcement for appropriate behaviours (sticker chart) and punishment for inappropriate behaviours (loss of free time for failure to comply with teacher requests). The teacher finds that this revised plan is actually easier to administer, since she no longer feels that she has to 'nag' the student. Furthermore, the teacher discovers that the new plan retains its effectiveness over time.

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purposefully planned. It is the basis for teaching children how to be in harmony with themselves and get along with other people. According to Kight and Roseboro (1998:2) the ultimate goal of discipline is for children to understand their own behaviour, take initiative and be responsible for their choices and respect themselves and others. In other words, children will internalise this positive process of thinking and behaving.

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2.11.1 Types of Punishment Techniques Used in Schools

Schools generally employ a hierarchy of punishments for infractions of rules and the hierarchy is generally reasonably consistent.

(i) Lines

"Lines" is the practice of requiring a learner to write a stated amount. Originally this would have been to write an appropriate phrase a certain number of times or an essay of a stated length on a stated subject.

(ii) Detention ,

Detention is a form of punishment used in schools, where a learner is required to spend extra time in school at a time when he or she would not normally be required. Detention usually takes place during a period after the end of the school day, or on a non-school day, such as a Saturday. However, other times such as breaks in the school day may also be used. If a learner is given detention after school, parents must be given fair warning in writing (Joubert & Squelch, 2005:89),

A detention is typically carried out in a room that offers no amenities for leisure so that learners serving detention will have no outlet to distract them from their punishment. The learners are usually monitored by an educator, and may be required to either bring homework, sit quietly, or perform some punitive or non-punitive task, usually to decrease boredom. Such tasks may take the form of academic activities such as writing an essay or answering questions on why the detention was given, or copying out paragraphs from a text, or writing out lines. Educators who send learners to detention must provide work for the students to do (Rosen, 2005:39).

Detention is usually considered to be one of the milder punishments available to a school. However, if detention fails to cure the learner's behaviour, and for more severe behaviour, harsher punishments such as suspension, or expulsion may be used.

(iii) Time-out

According to Edwards (2000:51} time-out usually takes place in a room away from the regular classroom. The room should be as free of stimuli as possible so that the learners do not find being there preferable to being in the classroom. Learners are usually required to stay in the time-out room for some designated time or until the undesirable behaviour is terminated. Time-out is a behaviour reduction procedure or form of punishment in which learners are denied access to all opportunities for reinforcement, Contingent upon their displaying inappropriate behaviour. Thus, a behaviour is reduced by withdrawing the opportunity for reinforcement for a period of time following the Occurrence of the behaviour. However, educators often think of time-out as a procedure to allow a learner to calm down, typically by being quiet and disengaging from current Stressors (Ryan, Sanders, Katsiyannis & Yell, 2007:60)

(vi) Report

Report is a punishment often used in schools for persistent and serious bad behaviour, such as truancy. Generally it is the strongest measure taken against a learner.

Typically a learner is given a report card, which he or she carry around with them at school. At each lesson the educator in charge of the class completes and signs a box on the card confirming the learner's presence at the lesson and commenting on his or her attitude. A learner may be placed on report for a fixed time period, such as a week, or until his or her behaviour improves. The parents may also voluntarily place a learner on report.

Learners who are falling behind academically due to lack of diligence could be subjected to enhanced reporting, where performance is closely monitored and reported weekly to parents (Rosen, 2005:34}.

(vii) Suspension

Suspension refers to temporarily withdrawing a learner from normal classes. It is assigned to a learner as a form of punishment that can last from one day to a number of days during which time the learner cannot attend regular school lessons. Historically, this would have meant sending them home, but in school suspension is now also practised, where the learner is separated from classmates but still taught within the school. Thus suspension comes in two forms, Out-of-School Suspension and in-School Suspension.

In-School Suspension

According to Rosen (2005:40) some schools have a designated location or classrooms for suspension programmes during the school day. In School Suspension is an alternative setting that removes learners from the classroom for a period of time, while still allowing them to attend school and complete their

work, Generally a learner assigned to in-school suspension spends the entire day in the designated location, completing work submitted in advance by the learner's educators, while being monitored by school staff.

Out-of-School Suspension

According to Joubert and Squelch (2005:90), learners may be suspended by the School Governing Body (SGB) after a fair hearing. According to Rosen (2005:40) Out-of-School Suspension is an abused and too-often-used consequence for learners' misbehaviour in schools due to the fact that it has become an automatic response for too many of the school administrators, Thus Rosen (2005:40) suggests that alternatives must be utilised so that it is not used frequently but only when it is the only recourse.

The learner's parents or guardians are usually notified as to the reason for and the duration of the out-of-school suspension.

(viii) Expulsion

Expulsion is the removal of a learner permanently from the school. This is generally a last resort. According to Joubert and Squelch (2005:90), expulsion may only be used in the case of very serious offences and only the Head master may expel a learner from a public school. There are two kinds of expulsion, school expulsion, where the student is expelled from school, and class expulsion, where the learner is expelled from a specific class only owing to his or her misconduct.

Other Negative Sanctions

Other lesser sanctions may also apply, including additional homework, chores, being positioned at the front of the class and standing in the corner.

Jones's model (as cited in Edwards 2000:252) outlines this backup system which comprises negative sanctions that are arranged hierarchically from lesser sanctions to more serious ones. Thus in his model, Jones lists the following low-level sanctions that can be imposed for misbehaviour: Warning, pulling the card, and a letter home on the desk. If learners create more trouble, the educator may have to impose the following mid-level sanctions, says Jones and for mid-level sanctions, he lists: time-out, detention after school, loss of privileges, and parent conferencing. Finally he lists: In-school suspension, Saturday school, delivering the learner to a parent at work, asking a parent to accompany the learner to school, suspension, police intervention and expulsion as high level backup sanctions which are the schools' final effort to get disruptive learners to change their behaviour.

Referrals to School Governing Body

Qualitative research in a project on learner discipline undertaken by the Faculty of Education Sciences (Poytchefstroom University of Christian Higher Education, 2003) has indicated that apart from hearings for possible expulsions and suspensions, cases of misconduct are often referred TO School Governing Bodies' disciplinary committees for disciplinary action. In many cases, this seems to have a positive effect on learners.

2.12 The Application of Motivation in Classroom Management

Many young children begin school with a thirst for learning. They enthusiastically and curiously seek novel or challenging tasks (Goldberg, 1994). It can be concluded then that young children begin school intrinsically motivated. When studying motivation, it is useful to distinguish between two basic orientations: Intrinsic (or Mastery) versus Extrinsic (or Performance) orientation toward learning (Goldberg, 1994). Intrinsic motivational patterns have been associated with high-perceived ability and control, realistic task analysis and planning, and the belief that effort increases one's ability and control (Fincham & Cain, 1986). An extrinsic orientation toward-learning is characterized by a concern with external reasons for working, such as the judgment of others regarding one's performance, grades, or some anticipated reward (Goldberg, 1994).

Entwisle and her colleagues have found that intrinsic motivation for young children tends to be very high (Entwisle, Alexander, Cadigan, & Pallas, 1986). Goldberg (1994) states that intrinsic motivation is attenuated by the use of extrinsic rewards and tends to change or decrease as the age of the child increases. Kassin and Lepper (1984) have demonstrated that if children are given external justification for engaging in an activity they enjoy, they will infer that they participated because of that extrinsic reason, and in the future, they will tend not to participate in the activity when a reward is not present. Barter (1981) states that children's intrinsic motivation for learning diminishes as they begin to

adapt to the incentive structure of our elementary schools (e.g. grades, praise, criticism).

Motivation

Students' classroom learning can be interactive through the learners own conscious and deliberate effort towards the learning goals. And those capable students may fail to attain the goals aspired if they don't pay attention and exert some sort of effort towards that end. Because, as most scholars argued, no learning would take place without the learners' attention (Lehman, 1982: 21; Risk, 1958: 321).Nevertheless, as Rinne (1997:11) and Anderson and Burns (1989:) stressed, attention alone does not necessarily ensure learning unless it is intertwined with the learners' concentration and innerly derived motives.

The students' commitment to their classroom learning in turn could be valuable largely when it occurs not intermittently. The reiterative occurrence of the desired classroom performance of students in effect can be sustainable mainly through the wise-use of motivation. This impression has then caused Pratt (1980: 307) and Stipek (1980) to coin the notion that "student motivation is of central concern in curriculum development for the reason that the higher the level of motivation the greater the proportion of time the learners will spend on-task and the more efficient the learning will be." Moreover, the curricula that stimulate high student motivation are attractive to the practitioners and hence are better implemented.

Consequently, Bruner (in sims and de Martinez 1981: 146) goes to declare that of all the responsibilities given to teachers, the most important is their ability to stimulate learning and to create an inner desire of the student to want to learn. This predisposition may originate from the notion that educational suicide that knocks the doors of most secondary classroom today is primarily a motivational problem (Kathleen, Fredric and James, 1993:94-312). To this end, therefore, motivation becomes the basic classroom management strategy. "Motivation is the key to effective classroom management and consequently to effective students' classroom learning." (Callahan and Clark, 1988: 132). Implicitly said, motivating students' is mostly a matter of handing the students classroom behaviour successfully (Good and Brophy 1987: 218; Borich 1988: 249) so-that active classroom instruction could prevail.

In a more pedagogical sense, motivation can then be defined as the conscious effort on the part of the teachers to establish in students motivates leading to sustained activity toward the learning goals (Risk, 1958: 320). Moreover, as Brink (in Risk 1958: 320) stated "motivation is the development within the learners of a genuine interest in and a favourable attitude toward the activities which are to result in effective learning." It is hence used to refer to all those motives that direct the learners' attention, emotion and activity towards the desired destination.

Motivation as a technique of classroom management is described alternatively as reward (Rinne, 1997: 28), reinforcement (Sadkar and Sadkar 1986:

173), behavioural modification (Weber in Cooper 1986: 306) and contingency contracting (Lehman, 1982: 31).

According to Lehman contingency contract involves an agreement between the teacher and the students which states that when students behave appropriately the teacher provides them with something they value. Conversely, it may state that if students behave inappropriately something of value is taken away. Therefore, the word contingency is meant that the rewards to be given should be dependent upon the behaviour that the students exhibited. As Lehman stressed, the contingency contact seems to have its greatest significance in a classroom where the teacher is struggling with management problem.

Motivation, be it intrinsic or extrinsic, is used to maximize the students effort and minimize some of their potentially inappropriate behaviour. However, although reinforcement is a positive prod for learning and can increase the students' classroom participation if it is misused it can result in decreasing the students participation and learning (Sadkar and Sadkar 1986: 175). To support, Brophy in Keefe and Jenkin 1997: 149 has this to say:

> It is not reasonable to expect students to be motivated to learn if they are continually expected to practice skills already thoroughly mastered, memorize lists for no good reason, copy definition of terms that are never used, or read materials that is not meaningful to them because it is too vague, abstract, or foreign to their experience.

Hence, motivation as most scholars seem willing to accept should be contingent on the students performance, should indicate the specific student

performance to be reinforced, and should be honest and sincere (Stipek, 1988: 30).

However, as Sliped (1988: 30-31) manifested, if the reward used is not contingent on the students high effort or good performance it won't increase the likelihood of either. As a result, reward needs to be used to encourage even those poor performing students to try harder and better.

Many motivational theorists, however, claim that external reinforcement is not necessary for classroom learning (Stiped, 1988: 39), Their argument is that students could learn best in situations in which they perceive themselves to be engaging in learning behaviour for their own intrinsic reasons, such as because students are interested in the task is believed to be more enjoyable and ultimately to result in more learning than working on tasks for extrinsic reasons, such as to please teachers, to escape punishment or to obtain reward.

2.12.1 Behavioural Indices of Motivation

Certainly speaking there is no one ready made formula, strategy or special set of techniques that may be used to motivate all students in the same way or to the same degree all the time. Since what motivates one student at one instance may fail to work for others. This is due to the fact that different motivational techniques are appropriate and effective in different situation in effect students of different age, ability and culture respond differently to different types of motivation (Capel, Leask and Turner, 1995: 105, and Frymeir as cited by Bruner in Sims and de Martinez 1981: 139). Rhine (1997: 39) even goes further to add that

each student is motivated differently from all others and each students motivation changes from day to day, hour to hour, and even moment to moment.

In spite of this difficulties, however, teachers can cope with the prevailing disparity of students classroom motives either by asking them what they like and what activities they prefer, or by observing what activities they engaged in during free time (Lehman, 1982: 22).

Besides to this, Maehr (in Stiped, 1988; 12-J3) described five behavioural patterns that can be used as indices for detecting whether students are motivated in their classroom learning or not.

First, Maehr suggested that the direction of the students' attention andv activity is related to motivation. As Maehr said, when students attend to one thing not to another, or choose to complete one task and not another, they presumably are motivated with regard to the former and not motivated with regard to the latter.

Persistence is the second behaviour associated with motivation. Meaning the extent of time a student spent engaging in activity is often considered as sign of motivation. The third indicator of motivation is the learner's activity level. Basically students can work intensively or half heartedly on a given task. Hence their level of involvement in the classroom instruction is to some degree related to their level of motivation.

Continuing motivation is considered as Maehr’s fourth behavioural indicator of motivation. In this sense, students who return to their classroom task

without waiting for apparent external incentives, who perform a task on his or her own are apparently highly motivated.

Performance according to Maehr is the last but inestimable behavioral index of motivation. It is the subsumed consequence of the four indices mentioned above. A student who works diligently on a task, persists when the task is difficult, and engages in the task without external incentives, could undoubtedly learn more, behave properly and perform better than a student who avoids tasks, works half heartedly, or gives up easily.

Based on the above given explanations, Bruner quoting Farguur'(in Sims and de Martinez (1981: 143-145) noted that a lowly-motivated students have (1) immediate Vs long term gratification: (2) common Vs unique accomplishment: (3) ease of competition Vs meeting a standard of excellence: (4) low Vs high job involvement: (5) negative Vs positive self-concept as a learner: (6) low-level of academic compulsiveness, high level of fantasizing, hostility toward authority, low impulse control and aimlessness.

Stiped (1988: 14), on the other hand, described that students with a high intrinsic motivation often have the following behavioural qualities.

i. Pay more attention to the teacher;

ii. Answer questions in class voluntarily;

iii. Attentive until tasks are completed;

iv. Work autonomously when they can;

v. Appear happy, proud, enthusiastic, and eager in learning situations;

vi. Work hard on tasks when not being graded;

Generating Initial Motivation

Although many psychologists believe that children are inherently eager to expand their knowledge about the world and, therefore, the learning experience is by definition a source of intrinsic pleasure for them, classroom teachers tend to have perceptions that are in sharp contrast with this idyllic view. Instead of all those keen pupils, all they can often see is rather reluctant youngsters who are totally unaware of the fact that there should be an innate curiosity in them, let alone a desire to learn. And even if we are fortunate to have a class of students with a high degree of academic motivation, we cannot expect alt the students to favour the L2 course over all the other subjects they study. Thus, unless we are singularly fortunate with the composition of our class group, student motivation will not be automatically there, and we will need to try to actively generate positive student altitudes toward L2 learning.

There are several facets of creating initial student motivation. Dornyei (2001a) has divided these into five broad groups;

i. **Enhancing the learners' language-related values and altitudes:** Our basic value system greatly determines our preferences and approaches to activities. We can distinguish three types of language-related values: (a) *intrinsic value,* related to the interest in and anticipated enjoyment of the actual process of learning; (b) *integrative value,* related to our attitudes toward the L2, its speakers, and the culture it conveys; and (c)

instrumental value, related to the perceived practical, pragmatic benefits that the mastery of the L2 might bring about.

ii. **Increasing the learners' expectancy of success:** We do things best if we expect to succeed, and, to turn this statement round, we are unlikely to be motivated to aim for something if we feel we will never get there.

iii. **Increasing the learners' goal-orientedness:** In a typical class, too many students do not really understand or accept why they are doing a learning activity. Moreover, the official class goal (thai is, mastering the course content) may well not be the class group's only goal and in extreme cases may not be a group goal at all!

iv. **Making the teaching materials relevant for the learners:** The core of this issue has been succinctly summarized by McCombs and Whisler (1997): "Educators think students do not care, while the students tell us they do care about learning but are not getting what they need" (p. 38).

v. Creating realistic learner beliefs: It is a peculiar fact of life that most learners will have certain beliefs about language learning, and most of these beliefs are likely to be (at least partly) incorrect. Such false beliefs can then function like time "bombs" at the beginning of a language course because of the inevitable disappointment that is to follow, or can clash with the course methodology and thus hinder progress.

Once the main aspects of creating initial student motivation have been identified, it is possible to generate or select a variety of specific classroom techniques to promote the particular dimension (for practical ideas, see Brophy, 1998; Dornyei, 2001a).

2.12.2 Maintaining and Protecting Motivation

It is one thing to initially whet the students appetite with appropriate motivational techniques, but unless motivation is actively maintained and protected, the natural tendency to lose sight of the goal, to get tired or bored of the activity, and to give way to attractive distractions will result in the initial motivation gradually petering out. Therefore, motivation needs to be actively nurtured. The spectrum of motivational strategies relevant to this phase is rather broad (since ongoing human behaviour can be modified in so many different ways), and the following six areas appear to be particularly relevant for classroom application;

- ✓ making learning stimulating and enjoyable;
- ✓ presenting tasks in a motivating way;
- ✓ setting specific learner goals;.
- ✓ protecting the learners' self-esteem and increasing their self-confidence;
- ✓ creating learner autonomy;
- ✓ promoting self-motivating learner strategies.

These motivational dimensions, except for the last one, are more straightforward than the facets of initial motivation described above, and due to

space limitations I will not elaborate on them here (for a theoretical and methodological discussion, see Dornyei, 2001a, 2001b). Self-motivating strategies, however, are a relatively unknown and underutilized area, so let us look at them in more detail.

Self-motivating strategies can be characterized, using Corno's (1993) words, "as a dynamic system of psychological control processes that protect concentration and directed effort in the face of personal and/or environmental distractions, and so aid learning and performance" (p. 16). That is, they involve ways for the learners to motivate themselves and thereby sustain the action when the initial motivation is flagging. These strategies are particularly important in second language learning because due to the long-lasting nature of the process, L2 learners need to maintain their commitment and effort over a long period, often in the face of adversity. Let us not forget that failure in language learning is regrettably a very frequent phenomenon worldwide.

Based on the pioneering work of Corno (1993), Como and Kanfer (1993), ICuhl (1987) and Dornyei (200la) have divided self-motivating strategies into five main classes:

- ✓ *Commitment control strategies* for helping to preserve or increase the learners' original goal commitment (e.g., keeping in mind favorable expectations or positive incentives and rewards; focusing on what .would happen if the original intention failed);

- ✓ *Metacognitive control strategies* for monitoring and controlling concentration, and for curtailing unnecessary procrastination (e.g., identifying recurring distractions and developing defensive routines;(the first steps to take when getting down to an activity);
- ✓ *Satiation control strategies* for eliminating boredom and adding extra attraction or interest to the task (e.g., adding a twist to the task; using one's fantasy to liven up the task);
- ✓ *Emotion control strategies* for managing disruptive emotional slates or moods, and for generating emotions that will be conducive to implementing one's intentions (e.g., self-encouragement; using relaxation and meditation techniques); and
- ✓ *Environmental control strategies* for eliminating negative environmental influences and exploiting positive environmental influences by making the environment an ally in the pursuit of a difficult goal (e.g., eliminating distractions; asking friends to help and not to allow one to do something).

An important part of a motivational teaching practice that has a considerable empowering effect is to raise student awareness of relevant strategies and to remind them at appropriate times of their usefulness.

2.12.3 Key Ingredients to Impact Students Motivation

The educational equivalent to "location" is likely to be "motivation, motivation, motivation," for motivation is probably the most important factor that educators can target to improve learning Olson(1997). Motivation can be

defined as an act or process of motivating; the condition of being motivating; a motivating force, stimulus, or influence; incentive; drive; something (such as a need or desire) that cause a person or student to act (Merriam-Webster, 1997); and the expenditure of effort to accomplish results (DuBrin, 2008).

Student motivation is an essential element that is necessary for quality education. How do we know when students are motivated? They pay attention, they begin working on tasks immediately, they ask questions and volunteer answers, and they appear to be happy and eager (Palmer, 2007). Basically, very little if any learning can occur unless students are motivated on a consistent basis. The five key ingredients impacting student motivation are: student, teacher, content, method/process, and environment. For example, the student must have access, ability, interest, and value education. The teacher must be well trained, must focus and monitor the educational process, be dedicated and responsive to his or her students, and be inspirational. The content must be accurate, timely, stimulating, and pertinent to the student's current and future needs. The method or process must be inventive, encouraging, interesting, beneficial, and provide tools that can be applied to the student's real life. The environment needs to be accessible, safe, positive, personalized as much as possible, and empowering. Motivation is optimized when students are exposed to a large number of these motivating experiences and variables on a regular basis. That is, students ideally should have many sources of motivation in their

learning experience in each class. (Palmer, 2007; Debnath, 2005; D'Souza and Maheshwari, 2010)

However, Williams and Williams (2010)(accessed 3/10/12), suggest five key ingredients to impact students' motivation. They are: students, teacher, content method, process and environment.

Ingredient 1: Student

"You cannot push anyone up the ladder unless he is willing to climb himself". (Robert Schuller)

The student's role in education is crucial and should go beyond the traditional view of students as customer or recipient of knowledge. In addition to the roles of buyer and recipient, student are the raw materials for education and the primary products of educational transformations and most important...students are key members of the labour force involved in creating education" (Lengnick-Hall and Sanders, 1997, p. 1335). Also, the increasing diversity of individual differences among students can be seen in time management, learning styles, maturity, demographics, experiential background, cultural orientation, and interests. As such, Senge et al., (1994, p. 489) suggest that teachers should be "producers of environments that allow students to learn as much as possible" or that schools should become learning habitats wherein relationships are fostered between people, students develop their own individual instruction plan, and a variety of investigating system options replace the

passive receipt of information (Senge et al., 1994; Lengnick-Hall and Sanders, 1997).

Ingredient 2: Teacher

Students display more motivational benefits from teachers they like over teachers they dislike (Montalvo, 1998). However, education is much more than a personality contest. The role of teachers seems to be shifting from pre-programmed knowledge dispensers to instead managers of student learning and the learning environment. Therefore, teachers must be empowered to exercise professional judgment in the classroom to attain clearly expressed goals. Professional educators should be given latitude to test individual approaches based on strategic goals and incentive systems. Also, teachers should be provided with training to support them in this expanded role including more time for peer interaction to share views on what is effective. Overall, teachers should do unto the students as they would want done unto themselves.

The following suggestions are offered in teachers contribution to students motivation:

- ✓ the knowledge of the subject matter and motivational level of a teacher are important to motivate students to learn and show good behaviour in the class;
- ✓ teacher skill – this include developing and maintaining a sense of humour in the class, disengaging stress, respecting students feelings, etc;

- ✓ teachers qualification – as role models of the students, teachers need to acquire high qualifications and grow in their academic status;
- ✓ giving test – teachers need to know how to give test that are motivating to the students. They need to be relevant, to aim at checking what students have learnt and if it can be applied in real life, test should be based on achieving the objectives of the subject;
- ✓ scientific management and human relations – the teacher must consider whether to approach students from the view point of scientific management, human relationship or both; and
- ✓ the teacher should be conscious that everything we do in the classroom has a motivational influence on students, either positive or negative.

Weaver and Cotrell (1987) established ten steps, systematic sequence for becoming more comfortable using humour to motivate students in the classroom:

1. smile/be light-hearted;
2. be spontaneous/natural;
    a. Relax control a little/break the routine occasionally,
    b. Be willing to laugh at yourself/don't take yourself so seriously,
3. foster an informal climate/be conversational and loose;
4. begin class with a thought for the day, a poem, a short anecdote, or a humorous example;

5. use stories and experiences that emerge from the subject matter. Use personal experiences;
6. relate things to the everyday life of students. Read the student newspaper. Listen to "their" music; see "their" movies;
7. plan lectures/presentations in short segments with humour injected. Plan a commercial break. Use a slide or overhead;
8. encourage a give-and-take climate between yourself and students. Play off their comments. Learn their names;
9. ask students to supply you with some of their jokes, stories, or anecdotes; and
10. tell a joke or two. Do outrageous things. Admit you're no good at it. Appear human, (p. 170)

Along with using humour, it has been found that teachers who motivate students have high expectations of them. One of Escalante's highest achievements was taking students tracked in general mathematics and pushing them to accelerate to algebra and the calculus sequence. "Escalante thought of his students as murderers. They killed time. He saw them do it everyday. They were lazy" (Mathews, 1988, p. 98). Most educators would think of these ideas as negative. Escalante, however, was merely seeing the potential of bright minds being wasted. He had higher expectations of what his students could accomplish than the typical remedial mathematics teacher. Vasquez (1988) indicated that "high expectations are communicated to the student through different types of

cues, verbal or nonverbal, and the student's performance is consequently affected" (p. 244). He emphasized that students are affected by the high expectations of a teacher even if the student has negative expectations about that teacher. Glasser (1989) indicated that students will often work harder in a job at McDonald's than in school because they have been given a standard for quality work. According to Glasser (1989), the primary prerequisite to a solid, motivational routine is an identifiable standard of quality. When this quality is attained and explained to the students, they will work hard to maintain it. Teachers can determine a standard of quality and expect; students; to meet that standard. When teachers set a sufficiently high standard with clearly specified ways of attaining that standard, students will begin to have more success in meeting high expectations.

Motivation through Interaction and Worthwhile Tasks

Although a teacher's personality is of great importance in motivating students, teachers can also elicit students' desires to learn by a variety of teaching techniques. Most teachers think that motivational teaching has to be entertaining; this perception is not necessarily accurate. consequently, the learning experience will depend on the interaction between the lesson structure and the teacher's personality. Teachers must be comfortable with themselves as well as with the tasks they are using in their lessons. Palardy and Palardy (1987) point out that "regardless of the cause, and regardless of the teachers' years of experience, teachers who are uneasy are going to communicate that; uneasiness to their

pupils. When this happens, the door to restlessness among pupils is wide open" (p, 87). As a teacher attains sincere concern for the students while allowing humour and expectations to increase, students' restlessness will decrease and learning tasks will motivate students more easily.

Ingredient 3: Content

At the least, content must be accurate and timely. However, content also should be relevant and useful to the student in his or her life. Olson (1997) notes that student motivation depends on the extent to which the teacher is able to satisfy the student's need for (I) feeling in control of their learning, (2) feeling competent, and (3) feeling connected to others. As such, content also must be included to satisfy each of these student needs.

Ingredient 4: Method/Process

The method or process is the way in which content is presented, that is, the approach used for instruction. Two basic approaches for supporting and cultivating motivation in the classroom are (1) creating a classroom structure and institutional method that provides the environment for optimal motivation, engagement, and learning (2) helping the student to develop tools that will enable him or her to be self-regulated.

Ingredient 5: Environment

“To stay motivated you must fight self-doubt, poor discipline, fear, and any other ghost” – Dr. Zonnya.

Environment is the fifth key ingredient of student motivation. First of all, an environment must be available and accessible. Thereafter, that environment must be of a quality or caliber that contributes to the motivation of the students. For example, if an environment is not safe, it is difficult and maybe even unwise to put all of your attention on learning. On the other hand, an environment of openness and freedom to learn from our mistakes can foster motivation to learn. Also, the environment can be physical as well as mental, emotional, and even spiritual in some regard.

2.13 The Application of Reward in Classroom Management

Rewards

The truth is under the stress and strain of the classroom educators tend to react negatively to pressure" (Canter. 60). Research shows that "skillful use of positive recognition means utilizing different approaches for individual students and situations. It means assessing each situation on its own merits and deciding how you, as the teacher, can best meet a student's needs" (Canter. 76). Reinforcement should he used often but at appropriate times. "Appropriate behavior is maintained when children are told that what they are doing is what is expected" (Essa, 34). When educators implement a change in behavior they must remember that something else is being taken away.

The goal of class-wide recognition is to have a means to motivate students to learn new behavior or to work on a problem. When using class-wide

recognition Canter says to make use of peer *pressure. Peer pressure can be effective* when working, on a specific class-wide problem.

Many educators reject rewards because they feel as though students will not be self- disciplined (Kohn, 29). Kohn believes that rewards only teach children to act in the desired way in order to receive the former praise or to avoid consequences. Canter, Gurian and Wong disagree with Kohn's view on rewards. They all believe that rewards encourage students to continue appropriate behavior. Secondly, they believe that rewards increase self- esteem because students are reinforced for appropriate behavior. "The best way to build responsible student behavior is to continually provide frequent positive recognition to those students who are on task" (Canter. 146). Rewards need to be appropriate and achievable within time constraints set forth by you, as the educator. Rewards that are used should be things you are comfortable using, for instance, stickers, computer time, a special movie, theme days, and take home treats. Once you give points toward the goal do not take them away (Canter).

According to Wong, there are two types of rewards- simple best and logical. Logical rewards are those that institute privileges such as first dismissed to recess, participation in a special event, student of the week, or very important person certificate. Simple best are those which a student can not touch but affirm appropriate behavior. Some examples- are a simple smile, high five, pat on the back, encouragement and praise, and "warm fuzzy" notes. "Make praise the most consistent positive reinforcement technique you use. Start thinking now about all

the opportunities you have each day to recognized students' success" (Canter, 1992: 151)

Canter agrees with Wong in that students are encouraged with these two types of rewards. It is his belief that tangible rewards are not a bribe given in anticipation of a behavior (65). Rewards are given as a result of a behavior whereas bribes are used to entice someone to do something they normally would not do. "A positive phone call or note home is one of the most time effective means of getting parents on your side- of letting them know that you care about their child and want to share their child's success" (Canter, 64)

Children respond well to rewards. When a child misbehaves or does not follow directions, yelling or using negative language often does little to correct the behaviour in the long run.

Teachers can learn using positive reward techniques to get children to exhibit appropriate behaviours, such as using positive phrasing, offering choices, presenting problem solving opportunities and creating an environment conducive to the behaviours children are expected to exhibit. These techniques are discussed below:

ii) Positive phrasing:

Whenever you are giving a child instruction, refrain from using the word "don't". Children often tune out negative instructions but will respond to statements of request. Instead of saying "Don't touch that", say "Please leave that alone" or "please put that toy away". A phrase such as "don't leave your crayons

on the table" can be rewarded as "your crayons belong in the box". Encourage children in positive behaviours through praise e.g. if Jane is putting away her crayons and Amina is not, you can says "I really like the way Jane is putting away her crayons". This will motivate. Amina to exhibit the appropriate behaviour. When Amina puts away her crayons, provide her with the same praise.

iii) Offering choices

Not only does offering children choice provide them with opportunity to develop mentally, it allows them to take ownership of an activity or behaviour. Allow children to make simple choices, such as what kind of juice to have for a snack or which book to read. When creating artwork, children can choose between markers And crayons and other art supplies, provide time in the classroom during which children can choose to play at different stations, rather than requiring all children to complete the same activity at the same time.

iv) Problem-solving strategies

Telling a child he is doing something wrong can often have a negative impact. If a child is completing an activity incorrectly or is not getting the desired results, explain the situation to the child and work together with solutions to fix the problem. For example, if a child volunteers to clean off the tables and just wipe all of the crumbs onto the floor, say to the child "thank you for cleaning the table, but now we have crumbs all over the floor. What can we do to clean them up?" this approach can also be used when a child is angry or sad. If a child is

angry because someone else took a toy she wanted to play with, say something like, “I understand you are angry because she took your toy. Are there any other toys that can make you happy?” or “How about if she plays with the toy for five minutes and when the timer goes off, you can have the toy? Would that solve the problem?”.

v) Changing the environment

Often children exhibit negative behaviours simply because of the environment surrounding them,. For example, a classroom without a clearly labelled system of organization for toys, crayons, and other supplies is more likely to be messy than one with a system in which children participate and understand whenever a child spills something, does not pick up after herself or refuses to take a nap. For example, consider the environment and changes that could be made to prevent the problem. Did the child spill his milk because the cup was too flimsy? Were toys not picked up because the toy bin was not easily accessible? Is nap time not working because the classroom is too loud or too bright?

vi) Extinction

When inappropriate behaviour that was once reinforced is resolutely ignored, it is often extinguished, that is, it is weakened to the point of disappearing (Edward, 2000:50). Extinction is particularly effective when desired behaviours are reinforced at the same time. When extinction is combined with reinforcement, educators can expect significant improvement in classroom

discipline (Edward, 2000:51). Barbeta et al., (2005:15), acknowledges that ignoring can be a valuable tool in reducing misbehaviour, however she indicates that ignoring teaches learners what not to do, but does not teach them what to do instead. She therefore recommends that ignoring must be used with behaviour-building strategies, such as reinforcement of appropriate behaviours, and teaching replacement behaviours. Dreikurs et al., (1982:34) concur that ignoring the learner's behaviour may bring the desired results; however, he indicates that in some cases the learner continues his efforts. He therefore states that at this point continuing to disregard the learner's behaviour may be inadvisable since it disturbs the class atmosphere or the learning procedure and gives the learner the green light to continue his misbehaviour.

vii) Point system

According to Joubert and Squelch (2005:56) many schools use a point system whereby points are either awarded to learners for good behaviour or deducted for misbehaviour. Explaining how the point system is applied, Joubert and Squelch (2005:56) indicate that at the beginning of the school year, learners could begin with a number of points and thereafter points are deducted for misbehaviour or alternatively learners begin with zero points and thereafter accumulate points for good behaviour. Another alternative is for learners to begin with zero points and as they misbehave, they acquire negative points which could be reduced by acquiring positive points for good behaviour. Joubert and Squelch (2005:34) however maintain that the main criticism against the point

system is that there is often a great amount of inconsistency in the way in which points are awarded or deducted. Other schools develop different kinds of slips in different colours for different categories of misbehaviour. At a certain point the learner has to go for detention. Before the learner goes for detention parents are advised and they grant permission for such detention.

Holford (2006:16) calls this system “paper discipline” and maintains that it involves too much paper work. He says that all incidents are recorded and placed in files. Every detention slip is in triplicate: one for the academic department; one for the head of the year; one for the learner to take home, forge an adult-like signature and bring back to school if he can be bothered. The implication here is that the detention slip might not be seen by the parent. Holford further indicates that, when the learner does not show up for detention, a new triplicate slip is issued for the following week. When he does not show up for that one, a triplicate "alert slip" is filled in reasonable detail and given to the head of grade, who calls the learner in for detention. When he does not show up for the resulting head-of-grade detention, letters go home with copies of every relevant number of staff. "So, when one of the miscreants can't behave in class and all the low-level methods have been used so that a detention can results, it can take at least a dozen pieces of paper until all is right with the world" maintains (Holford, 2006:16).

It needs to be taken into account that different schools administer the point system in different ways. Holford's experience or observation of how this

system is administered differs from how Joubert and Squelch (2005) experienced or observed it.

(viii) Getting students to cooperate

There are three main strategies to get students to cooperate. The strategies are develop a positive relationship with students, get students to share and assume responsibility and reward appropriate behaviour as shown in figure 1.

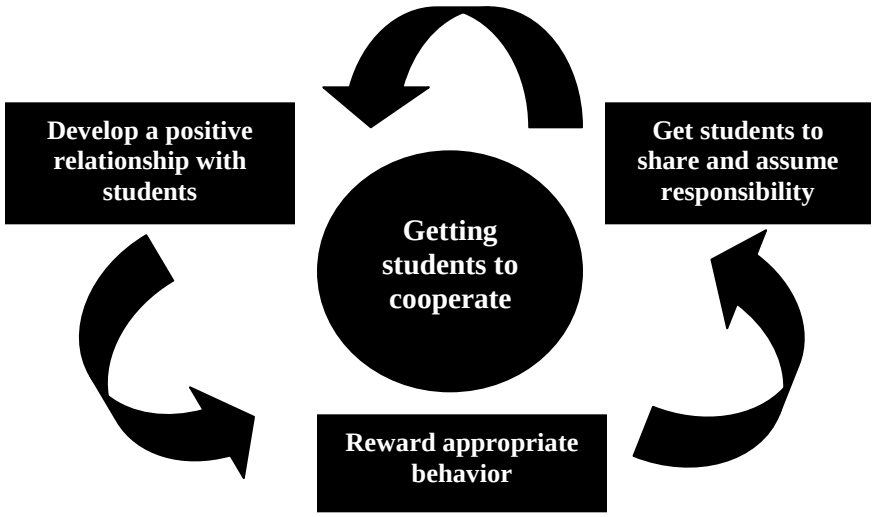


Fig 1: Strategies to get students to cooperate

a) Develop a positive relationship with students

If teachers show genuinely their care about students as individuals apart from their academic work, it would help them to gain their cooperation. This attention would create a classroom environment in which students feel safe and secure and they feel they are being treated fairly. Teachers would become sensitive to their needs and anxiety and have good communication skills as well as making the classroom atmosphere feel more relaxed and pleasant.

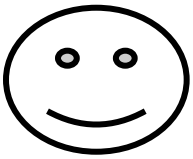
b) Get students to share and assume responsibility:

Sharing responsibility with students for making classroom decisions increases the students' commitment to the decisions. Some of the guidelines for students to share and assume responsibility in the classroom are listed below:

- Involve students in the planning and implementation of school and classroom initiatives.
- Encourage the students to judge their own behaviour.
- Not accepting excuse because it can just pass on or avoid responsibilities
- Give the self-responsibility strategy time to work.
- Let students participate in decision making by holding class meeting.

c) Reward appropriate behaviour

When a student is not paying attention, you can also praise other students in your classroom for their appropriate behaviour.



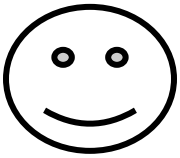
For example, you say:

I really like how Aminu does his work. Great job, Aminu.

Make it a big deal and make sure the target student hears the praise to the other students. And as soon as the target student responds to that and starts doing his work, quickly praise him too.

I see that Jane is also doing her work. Great job, Jane.

For example, you say:



So what you are doing here is that you are giving him the attention when he is being appropriate and not when he is being inappropriate. If he really likes the attention, he may increase his appropriate behaviour for your attention.

Guidelines for using rewards in managing classroom

- Choose effective reinforcement. Find out which reinforces work best with which students and individualized reinforcement.
- Use prompts and shaping students' behaviour by rewarding improvement because if we want to wait for students to perform perfectly, they might never do so.
- Use rewards to provide information about mastery, not to control students' behaviour because it can increase intrinsic motivation and sense of responsibility.

2.14 Application of Group Participation Techniques in Classroom Management

Group work is common in today's classrooms, but it's all too easy for things to get out of hand. Margie (2011), outlined some techniques that can be adopted, to keep students busy and on task while they are working together. She opined that for group work to be successful, the entire class has to be well behaved and on task. Grouping does not work if students use the time to spend chatting or discussing with their friends. The classroom management situation can deteriorate quickly if steps are not taken in advance to ascertain that students

know what is expected from them behaviorally. Following are several classroom management techniques to prepare students for group participation.

1) Be Proactive

Before any group work begins, the teacher must tell students exactly what type of behavior is expected, the rules must be outlined earlier before the activity begins. for instance, the student must be told exactly how loudly they should speak, whether or not they are allowed to leave their desks, signs that will signal the end of the activity, and anything else you want them to do or not do

2) Practice

After students know exactly what is expected from them, practice putting them in groups, and have them speak to each other in the tones of voices you expect. Keep in mind that the students are practicing how to participate in groups, this is their assignment. This should not be the time to teach a lesson on verbs. It is better to practice this once a day for a week, at least to make sure that the students are ready to actually participate in group work

3) Establish Consequences

Before the actual group activity begins, make sure the students know the consequences for not following directions/instructions. Make the consequence something directly related to the group work. They might have to complete the entire project on their own. For instance, if they cannot behave in group.

4) Behavior Contracts

You might want to consider having students sign behavior contracts before starting group work. You could put into writing what you go over at the beginning of group time.

5) Group Self-Review

Have group members review their work as a team You might want to ask how each member contributed. If each person did their fair share, how they think they worked together. What they did well, where they could improve, etc. It is better to give this information at the beginning of the activity so each student will be aware that he/she will be evaluated by his or her peers.

6) **Signals**

Have signals that will that will tell your students when the activity is drawing to an end o that the noise level is going too loud. whatever strategy that works well for the teacher should be used.

***7)* Circulate and Supervise**

The period for group participation is not the time for a teacher to work on lesson plans or answer a quick email. The teacher should be sure to walk around and listen to conversations to see what students are working on and whether or not they understand the activity.

The teacher might choose to use all or just a few of those classroom management techniques. It is either way, but it should be noted that the key to

successful group works activity is behavior management while students work together

8. Group Participation in teaching and learning

Students become interested and learn more from class when teachers use many different techniques to involve them in the learning process. In teaching and learning, the classroom teacher, must involve lots of techniques of managing the classroom. These can range from very short and simple techniques, like telling a Story about the material, to more involved activities like small student work groups doing collaborative learning projects. Because teaching effectively is as much a process as learning effectively, teachers who are new to the classroom situation often find it helpful first to use traditional learning activities that they have modified, and then to experiment with unconventional strategies once they have established a comfortable rapport with their students. As they establish a hierarchy of active learning strategies, teachers also find it useful to document and evaluate the effectiveness of each activity. Asking students to critique activities places teachers in the role of facilitator rather than dictator.

Bonwell and Eison(2012), states that, active learning strategies serve a two-fold purpose: they make the classroom a dynamic, over changing environment in which students have a voice, and they allow students to view teachers as people who are flexible enough to take risks in the classroom. Remember that your willingness to take risks in the classroom increases the likelihood of your students doing the same.

While all teachers hope their students will be self-motivated, they soon realize that some need more extrinsic motivation than others. Even motivated students occasionally need their teachers to prompt them to complete learning tasks. Active learning strategies serve as useful educational tools only when all students participate all of the time. Even experienced teachers grapple with the problem of ensuring student participation in classroom activities. One way to combat the problem of students who do not involve themselves in classroom activities because they are introverted or uninterested is to state in the course syllabus a policy concerning participation. They opined that a concise statement that defines active learning and discusses how the teacher will evaluate the quality and consistency of participation can help students realize that student participation is an important course goal. However, simply slating that students are accountable for participation is not sufficient; teachers need to monitor their system of evaluation constantly and consistently. Most of the students who at first balk at class participation eventually will accept their role as active rather than passive learners. Bonwell and Eison(2012), in their book, defined active learning as that which involve students in doing things and thinking about the things they are doing. They list the following general characteristics strategies to use active learning in the classroom:

- students are more involved in the activity than listening.

-emphasis is placed on developing students skills.

-during group participation, students are in critical thinking(analyzing, synthesis, evaluation).

9. Criteria for grouping pupils during teaching and learning sessions

In some learning activities, it may be more efficient for a teacher to organize his class into several subgroups rather than a single large group for a good classroom management. Intra class grouping arrangements in which students in each group work on a common task give students greater opportunity than whole class activities to interact with "one another, allowing tasks to be tailored to special interests or needs and a variety of tasks to be addressed during class.

Group learning activities in which students learn from one another have proven to be quite successful. Students can engage in cooperative learning activities in large group settings, but when the class is divided into group sessions, students, will benefit from each other particularly when students are teaching one another. Osman (2010), opined that there are variety of task group patterns commonly used to facilitate cooperative learning, they include

i) Peer instructions groups

ii) Practice groups

iii) Interest or achievement level groups

iv) Problem solving groups

However, he suggests that the following points will be useful when designing group participation during learning:

1) You need to clearly define the tasks for each group and the responsibilities of each member of the group.
2) All group members should be jointly accountable for completing the shared task, with each member responsible for individual role.
3) Efficient routine procedures for making transitions for moving into and out of small group activities are necessary to avoid time wasting chaos.
4) Task sheets and advanced organizers directs students' attention and focus and provide an overall picture of what they are expected to accomplish in their groups.
5) To avoid interrupting cooperative group work, directions should be clarified and specified for everyone before attentions are turned to individual group activities-
6) Monitor group's activities, provide guidance as needed without usurping individual students' responsibilities for designated tasks.
7) Model active listening techniques.
8) Use formative feedback to regulate activities. Engage behaviors during group task sessions because students should be involved in discussions and working on a specified task. Thus, formative feedback for regulating the activities is relatively easy to obtain.
9) Closure points are needed for lengthy sessions. As with other type of sessions, students need to experience climatic moments to reinforce engagement positively. Having a sequence of subtask, rather than one

overall task, facilitates this need if you provide students with feedback as they complete the subtasks.

10) Individual group work should be followed up and used during subsequent learning activities.

10. Discussion sessions in classroom as an aspect of group participation

The success of any group participation in teaching and learning, typically depends on students' focusing on a particular topic during discussion sessions. For students to be engaged in discussion activity, they must attentively listen to what classmates say and be willing to make comments and raise questions pertinent to the topic. Discussion can be conducted in small groups or large class meetings of a whole class.

Osman (2010), further suggests points teachers need to keep in mind when planning discussion sessions in a classroom:

1) Efficient use of allocated time for a discussion session partly depends on how clearly the directions communicate the exact procedures to be followed, if a teacher consistently follows the same procedures for all discussions, students learn from repeated experiences to follow those procedures automatically without elaborate directions. For the first sessions of discussion, teachers need to spend time directly teaching the procedures employed to achieve the necessary tasks.

2) Student talk is likely to stray from the topic of a discussion unless that topic is specified and the purpose of discussion is understood.

3) The focus of discussion is more likely to be maintained when students perceive that the discussion is purposeful.

4) Seating arrangements in which students face each other and the teacher is not the focal point. It is better to encourage students to speak and listen to one another.

5) With little or no disruption, teachers can use non-verbal signals, such as hand signals, to direct student behaviour

6) Teacher need to encourage active participation and listening

2.15 Application of Time Management in Classroom Management.

The proper use of time is believed to be an essential technique of classroom management. The management of classroom time is, however, a complex and difficult task for teachers, although on the surface, it appears to be a rather simple and straight forward matter (Arends 1997: 33). This is because, the time allotted for classroom instruction that seems to appear so plentiful when the school calendar begins soon becomes a very scarce resources. As a result of this, the effective use of time is just as important as the amount of time spent on a topic (Arends, 1997: 34). And it is only when classroom activities are well-managed that more time could be devoted to teaching and learning (Murphy, 1982: 25). Kathleen, Fredric and James (1993:914) noted, quoting past research results, that teachers who are effective classroom managers, use their time well, which shows that, there is a link between time spent in relevant academic task

and high achievement gains. As such, the proper use of allocated classroom time is thus more useful for students to exhibit appropriate classroom behavior.

Reality has shown that, when students are given task to work on, they spend a lot of their time not thinking or working but looking for a pen or whispering to a friend.

Several research results also reveals that students spend most of their time on tasks that are not relevant to their learning (Arends, `1997: 340). While Culling Ford (1993) asserts that:…research studies where individual children were observed all the amount of time discovered to be spent off-task was disturbingly high. The amount of time children spent "waiting" not actually engaged in learning was found to be around 75%. While Kauchak and Eggen(2008), opines that the goal of classroom management should not only be to maintain order but to optimize student learning. They divided class time into four overlapping categories, namely allocated time, instructional time, engaged time, and academic learning time.

Allocated time

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

Instructional time

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

Engaged time

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

Academic learning time

This is when the students participate and successful learning activities take place. Carefully looking at these four ways of time management for effective learning to take place. Effective time management of a lesson is so crucial, not only in keeping a teacher on schedule, and planning a successful day, but it also helps to keep the students and pupils interested and motivated in the lesson.

Effective time management in the classroom accurately is a skill that a teacher will develop over time, it comes through constant practice and needs thorough carefulness. For instance, some lesson a teacher thinks will take only 45 or 30 minutes, can take up to one hour, even without the teacher knowing or one that should have lasted for 30 minutes will take only 15 minutes. Here a teacher

who has a good technique of classroom management will know how to deal with the situation professionally. This is because he knows the caliber of pupils/students he has, and the length of time they will need to complete a lesson actively.

Recognizing the dangers of wasted time, and taking the necessary means to ameliorate the problems accordingly, would be the teachers' primary concern. This can be attained by planning the daily lesson and setting out activities that encourages learners active task engagement. Since the more time learning (Mc Keachie, 1986). While David (1991) opined that in order to manage and use the time allocated for the classroom instruction effectively, teachers are expected to make decisions in the following areas:

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

This is to say that it is not the quantity of time available for classroom learning that is important so much as the way the time allocated is used properly.

Irrespective of the amount of time a teacher might allocate for a specific topic or lesson, there is a considerable variation in the amount of time pupils are actually engaged in learning activities. This variation may be noticed at the beginning of the lesson; during the transition,. During wait-time, and at the closure of a lesson, the teacher must begin immediately instead of wasting time, so that confusion and disciplinary problems will not arise (Rinne, 1997). According to Rinne (1997), transition are non instructional times when students more from one lesson to another. This might be chaotic and pupils wondering around bumping into one another etc. It should be noted that time spent in transition is time lost (Evertson et al., 1994: 258), so the recover the time lost the transitional period should be quick. Rinne (1978) refers to wait time as the length of time of pause between a teachers question and student responses. Research has proved that the wait time can be increase to improve classroom learning environment properly. While the closure of the lesson needs adequate classroom management skill, closure is a complete set of induction.

2.15.1 Tips on Effective Time Management

Kauchak and Eggen (2008) listed some time management tips as:

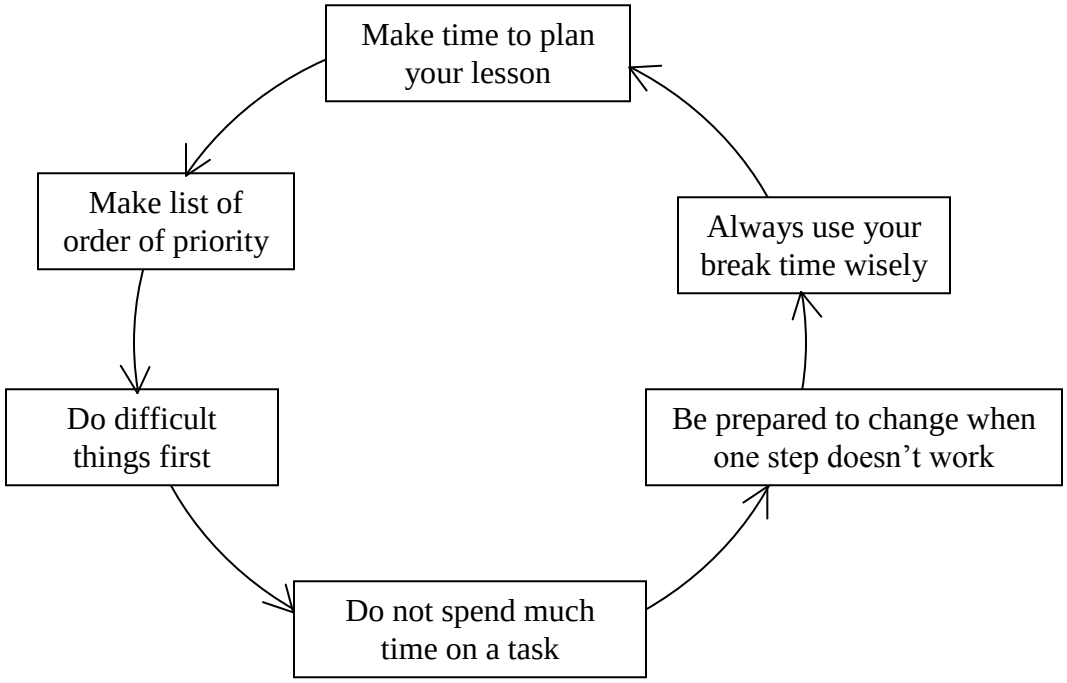
- ✓ Always keep in mind the age level of your pupils/students, and when introducing a new concept, always allow time for demonstrations, examples, questions etc, carry the pupils who don't understand along.

- ✓ When task is given, always watch out for the students who quickly do their class work fast, even before others put their name/date down, so that, they will not disturb the rest of the class, who are still writing.
- ✓ Give back up class work to those students, who finish early, they can be asked to read silently or do other suitable class work.
- ✓ Always give time limit for test, individual or group work. You can use either, your head to count time, a timer or writing the time on the board.
- ✓ When task is given, always have a count down time at intervals of five minutes from 20, 15, 10 etc as a warning.
- ✓ The class should not be too long, you must work with the timetable, so that the pupils/students will not lose interest, and become restless and bored.
- ✓ Teacher time management is very important to the day to day activities. As it will help the teacher to always be time conscious in whatever he does. No one holds the time, it moves on.
- ✓ Note that, there are 86,400 seconds in a day, and it is estimated that most of us waste 7200 of them daily. When we manage our time very well, teacher will increase his efficiency and therefore decrease our teacher stress. Here are some effective time management strategies.
- ✓ Make time to plan your lesson
- ✓ Make lists of order of priority.
- ✓ Do difficult things first.

- ✓ Do not spend too much time on a task
- ✓ Be prepared to change, when one step doesn't work.

This strategy can be presented in a model.

Figure 2.1: Cyclical Model on Classroom Management Strategy



Source: Developed by Researcher

From the above model, when a teacher begins his day, by planning, the lesson will be orderly. Then, he makes a list of what should be done first, in order of priority, by doing the difficult things first, as the task is going on, teacher must not spend much time on a task, and always be prepared to change a method, as soon as a step doesn't work, and whenever it is break time, always use it wisely to put things in order and teacher can go back again to plan for the next lesson.

2.16 Primary Education in Nigeria

Education has often been seen by many scholars as pivotal to development. And Nigeria is not left out. The coming of the Europeans heralded the entry of western education into Nigeria to foster development. The first formal education in 1515 by the Catholic Missionary in the palace of Oba of Benin for the sons of Oba's Chief (Fafunwa, 1979), we were made to understand by Boyd in Fafunwa (1979), that:

> The church undertook the business of education not because it regarded education as good itself but because it found that, it could not do it's own proper work without giving it is adherents especially was required of the study of the sacred writings and for the performance of their religious duties (p.74).

However, it is pertinent to say that, the primary education in Nigeria was conceived and started at the palace of Oba of Benin. With this endeavour, there was a kind of scramble by the missionaries to establish their presence through establishment of schools in Nigeria. By Fafunwa's (1979) accounts, the Methodist was the first, to establish a formal primary school in Nigeria. He further stated that, through the Methodist, the CMS made the greatest contribution to education in the early days. The first known school was established in 1843 by Mr. & Mrs. De Graft of the Methodist in Badagry. As Fafunwa (1979) will put it, "it was to convert the healthier or the benefited African to Christianity through education"

The pupils therefore, were made to acquire the 3Rs (viz reading, writing and arithmetic). Arithmetic was included probably to make them able to calculate the Sunday contributions.

As the British became interested in educating their colonies for the purpose of business, their scope was widened. The British government also became interested in financing the school. This government intervention started between 1870 and 1876 with a promise to assist the missions with three hundred pounds. It was reported that sometimes that this stipend do not come back due to lack of fund. However, by 1912, there were 59 mission schools aided by the government. Most of the government schools had the teachers quarters attached to them. This made the teachers to be fully aware of the goings in the school and ensure dedication to duty. The school through an ordinance adopted in 1916, had inspectors to visit them. The findings of the inspectors were that too much attention was given to examination than the building (Fafunwa, 1979: 111). And this can count why up till now, most primary schools in Nigeria, still operates in dilapidated buildings and examination is still the ultimate though the objectives of primary school have been broadened from the 3Rs, the products of these schools cannot match those of the early days, because of a drastic drop in the standard of education.

2.16.1 What is the Primary School?

The primary school is a child's first point of contact with formal learning, the age at which the child comes into the primary school is 6 years. FRN (2004)

sees primary education as "the education given in institutions for children aged 6 – 11 plus". Of course, this excludes the children who enters and leave earlier than this age. The goals of primary education in Nigeria are to:

i. Inculcate permanent literacy, and numeracy, and ability to communicate effectively.
ii. Lay a sound basis for scientific and reflective thinking;
iii. Give citizenship education as a basis for effective participation in the contribution of the life of the society.
iv. Mould the character and develop sound attitudes and morals in the child.
v. Develop in the child, the ability to adapt to his changing environment.
vi. Give the child the opportunities for developing manipulative skills that will enable him to function effectives in the society, within the limits of the child's capacity.
vii. Provide the child with basic tools for further educational advancement including preparation for trade and craft of the locality (NPE,2004).

It should be noted that the realization of these objectives is still facing some challenges, among them are poor funding, inadequate facilities, inadequate manpower (teachers, inadequate uniformity in the curriculum and instability of the government and government policies and programmes (Onyebueke, 2010).

2.16.2 Factors Enhancing Good Classroom Management in Primary Schools

Indeed, there are some factors that enhance good classroom management in primary schools. Lawal (2011) in his write up, presented the following as some of the factors, as factors that enhances good classroom management. They are: The teacher, learner, subject matter, classroom environment, and external environment.

He says that for a good classroom management, a teacher must:

- Have mastery of the subject matter
- Be competent in teaching
- Have positive personality dispositions
- Have high enthusiasm, through interest and attention to duty
- Have good language and communication ability

The learner:

- Physically matured
- Readiness to learn
- Motivation, interest, and attention
- Have access to materials
- Be mentally and social wellbeing
- Background
- Character building.

The subject matter involves the:

- Content and context must be in line with the curriculum

- The level of difficulty of the topic must be checked
- It must be relevant

The classroom environment must be conducive to arrange learning environment. The class size must be moderate.

- The class must have adequate and good furniture, it must be well organized.

The external environment: the school environment must be quite and in a serene environment. Before learning takes place, the whether must be favorable, it must be within a reasonable time, and there must be relative peace in the environment. However, he stress, that the conditions of the classroom environment which is found today in our schools and which constitute obstacles to effective management and these conditions must be contend with for the teachers to be able to cope. Among these obstacles are:

⇒ Overcrowded classrooms with a teacher, in some government schools pupils' ratio the extreme of 100 per teacher in a class (Lawal, 2011).

⇒ Lack of infrastructural facilities like chairs, desk, tables, etc. Sometimes pupils are made to sit on bare floor and learn.

⇒ Poorly planned school plants, like dilapidated building, poor chalkboard, lack of fans etc.

⇒ Improper citing of schools in a busy environment like motor park, market, worship places, etc.

⇒ Lack of basic instructional materials.

⇒ Poor lighting of the school.

These are some of the conditions of the classrooms which the teacher must be ready to cope with.

2.17 Empirical Studies

There are some empirical studies on classroom management carried out by researchers. Serakwane (2007) carried out a study in establishing discipline in the contemporary classroom (secondary schools, in South African). The study was conducted in Tshwane, South district, Pretoria, South Africa.

The study adopted the interview and observation as research instrument and using qualitative descriptive analysis. The findings from the study exposed the classroom discipline strategic which are currently used by educators with a focus on processes and interactions that explains effectiveness.

The findings also contributes to filling the existing gap and leading to greater understanding of classroom management principles which could be useful to educators in promoting effective discipline. The study researched only on discipline as an aspect of technique of classroom management and it was limited to only secondary schools. But discipline is not the only aspect of classroom management techniques that can be applied in schools. To this, however, this study on application of classroom management techniques in primary schools tends to examine the various classroom management techniques that can be applied, and considering primary schools as the foundational level of education of an individual.

The study by Serakwane (2007) also found that, there are disciplinary strategies that are employed by teachers in order to establish discipline in their classrooms, while this present research will investigate specified disciplinary strategies like punishment and reward and other strategies that can be applied during teaching and learning to manage pupils behaviour problem.

Another study by Inuwa (2004) on pattern of classroom management in selected secondary schools, carried out in Kano, the study indicates that more than half of the teachers adopted the use punishment than the other technique of classroom management. This was found in the responses of both male and female teachers on forms of punishment: Reproof (99), disgrace (163), fine (49), detention and task (106), corporal punishment (204), and suspension from class (175) score. The study also looked at the pattern of classroom management technique adopted by the male and female teachers, from the study, it was found that, the technique used by male teachers was different from that used by female teachers. The male teachers use corporal punishment, while the female teachers use suspension from class more. While in the effective of the techniques of classroom management, motivation and rewards were very effective because it scored 37%, detention (19%), reinforcement (33%), disgrace (19%), suspension (20%). Finally from the study, motivation is most effective technique of classroom management. Inuwa's study relates with the present study in the area of classroom management techniques, but differs in their application level and additional classroom management techniques to what Inuwa (2014) studied.

However, in another study conducted by Kaliska in 2002, in University of Wisconsni-Stout. The study was carried on: identifying the most effective classroom management techniques and practices in primary schools. The study adopted the descriptive research designs and the observation method of research. The findings indicate that, the study researched five approaches of classroom management and it was found that each approach was unique in it is own right, each had goals and objectives. The approaches are the 1 – 2 – 3 magic approach-appropriate for pre-school pupils, the students peer mediation – for older pupils then the discipline with dignity approach for secondary school students, the assertive discipline approach, used for individual classroom management programme. It deals with rules inside and outside the school.

In all the approaches studied, it indicated that the teacher must have an established rule to help remind the students what they need to do in order to follow the rules successfully. Kaliska (2002) has a relationship with this present study on approaches to classroom management in primary schools, in the area of establishing rules to guide the behaviour of pupils during teaching and learning. But on the other hand, the study differs in the area of specifying the type of rules that can be used, and at what level of study. The present research tends to look at the techniques that can be suitable to manage pupils behaviour with particular emphasis on primary school pupils.

In 2010, Oyinloye conducted a study on the primary school teacher's perception of classroom management and it's influence on pupils activities. The

study conducted in Nigeria, the population was primary schools in southern part of Nigeria. The study adopted the ANOVA to calculate the result from the research.

The findings of the study indicates 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.

Oyinloye's finding has a very good relationship with this present research work on application of classroom management techniques they both indicates how behaviour can best be managed among primary schools.

But the difference is that, Oyinloye examined only one aspect of classroom management techniques of space management while this present research tends to investigate various types of classroom techniques that can be applied in managing primary school classrooms.

2.18 Summary

It is obvious that the techniques adopted in the classroom by a teacher, determine the level of class control, which means, if the technique adopted is weak, the classroom management will be poor, and this will in turn affect teaching learning activities.

The unique thing about the study is that in all the study, it was obvious that, overcrowded classroom, poor time management and lack of learning

materials are the major factors that constitute indiscipline in the class and poor classroom management. And to enhance adequate classroom management techniques in primary schools. There is need for the application of the following techniques: Punishment; where pupils are made to suffer for inappropriate behavior. It was also noted that, implementation of punishment demands the highest degree of professionalism, and responsibility on the part of the teacher, so as to effect the desired appropriate behavior, required by pupils. The next is motivation; pupils are stimulated and encouraged in learning. It is believed that the higher the level of motivation, the greater the proportion of the time the learners will spend on task and the more effective learning will take place. When pupils are well motivated, some inappropriate behavior will be dropped.

Other techniques are rewards; pupils are encouraged to continue appropriate behavior, these rewards are of two types; Simple best reward and logical reward. It can also be seen as positive reward, where teachers use positive phrasing when pupil's exhibits appropriate behavior. The application of reward in teaching and learning, need adequate exhibition of skill of teachers professionalism. Other techniques are the application of group participation and time management on teaching and learning. Group participation; adopt strategies that help to keep pupils busy during teaching and learning. As they work together, the teacher will have to guide against exhibition of inappropriate behavior. As such, rules guiding group activities must be developed and strictly followed.

Finally, the teacher should be able to manage the time allocated for teaching and learning adequately as to avoid inappropriate behavior from the pupils. It is believed that proper use of time is an essential technique of classroom management.

CHAPTER THREE

RESEARCH METHODOLOGY

3.11 Introduction

This chapter discusses the research design and methodology used by the researcher in collecting data for conducting the research. Thus the chapter is presented in the following order:

- Research design;
- Population of the study;
- Sample and sampling techniques;
- Instrumentation;
- Validity of Instrument;
- Pilot study;
- Reliability of Instrument;
- Administration of the Instrument;
- Methods of Data collection; and
- Methods of data Analysis.

3.12 Research Design

The study adopted the survey research design, considering the fact that the phenomena (classroom technique) were observed in the natural setting. The research was set to find out how teachers use their various techniques to manage the behaviours of pupils in the classroom. This was done by measuring some variables. The survey approach seems to be the appropriate design to this

research, because it gives researchers the flexibility to test hypotheses and predict what will happen. The teachers involved as the respondents in this study, were trained teachers. Here the researcher examined the opinions of teachers in primary schools, on their application of classroom management techniques in Kano metropolis, with focus on areas such as application of various forms of punishment techniques of classroom management, the application of motivation and reward techniques during teaching and learning, application of time management and group participation techniques on teaching and learning in primary schools.

3.13 Population.

The population of the study comprises teachers in public and private primary schools in Kano metropolis. In Kano Metropolis, there were 650 public schools and 375 registered private schools, according to SUBEB(2011) records, while the population of teachers was 14200. The primary level of education was chosen because it was assumed that effective classroom management techniques were adopted more by teachers in primary schools, since the primary and pre-primary schools forms the foundation of any educational attainment in one's life. It helps to reduce frustration in teaching among teachers. The population of teachers was used, because they were directly involved in the building of our future leaders. This implies that these teachers needed the knowledge in order to be able to manage their classrooms effectively, to enhance teaching and learning.

Kano metropolis comprises eight (8) Local Government Areas, which are represented in the table 3.1 (SUBEB, 2011).

Table 3.1: Population of public and private primary schools in Kano metropolis

S/N	LGA	Public Schools	Private Schools
1	Tarauni	72	35
2	Fagge	110	75
3	Nassarawa	105	70
4	Dala	90	45
5	Gwale	55	23
6	Municipal	98	62
7	Kumbotso	72	30
8	Ungogo	48	35
	Total	650	375

Source: (SUBEB, 2011).

The public schools had a total of 11,640 teachers, out of which 8,265 were males while 3,375 were females. The private schools had a total number of 3,560 teachers out of which 1,810 were males while 1,750 were females.

3.14 Sample and Sampling Techniques

In view of the large population under study, which include all primary school teachers in Kano metropolis, a portion of this population called sample, was investigated. The sample was drawn from the eight Local Government Areas, which are: Fagge, Tarauni, Nassarawa, Dala, Gwale, Municipal,

Kumbotso and Ungogo. There were 1,025 public and private primary schools in the eight Local Government Areas. But only 10% of the population was sampled. However, the reason for the 10% of the total population of both teachers and schools was in line with view of Alreck and Settle (1995). They stipulated that, when a sample is large, the use of a sample of about 10% size of the population is recommended for a research finding and generalizations. They gave an instance, that if the population size is 1400, then the sample size should be about 140. In the same vein, Weisberg and Bowen (1977: 41), opined that 10% can be acceptable if the sample size is 100 and above, provided the sampling procedure is simple random sampling.

The sample population is distributed as follows:

Table 3.2: Sample population of public and private primary schools in Kano metropolis

S/N	LGA	Public Schools	Private school
1	Tarauni	7	4
2	Fagge	11	7
3	Nassarawa	10	7
4	Dala	9	5
5	Gwale	6	2
6	Municipal	10	6
7	Kumbotso	7	3
8	Ungogo	5	3
	Total	65	37

The sample of the study was 10% of the population.

Therefore, the total number of sample of study was 102, which was 10% of the population of 1025. While 10% of the population of primary school teachers in Kano metropolis was sampled, using the proportionate sampling technique.

Specifically, proportionate sampling procedure was used in sampling schools. This is because different schools are in the metropolis and thus required fair presentation in the study. The selection of teachers cut across primary schools in the metropolis.

3.15 Instrumentation

The Research instrument used for the study was structured questionnaire, titled, "Classroom Management Technique Questionnaire (CMTQ)" designed by the researcher. This questionnaire was adopted because it reduces the likelihood of missing information. It also eases the problem of tabulation, classification, interpretation and summary since the group was relatively high. The questionnaire was designed to collect data and responses from teachers on the types of punishment used in schools, the effect of motivation, and reward on pupil's behaviour, group participation and the application of time management in teaching and learning.

3.16 Validity of Instrument

The test items for this study were based on the researcher's initiative. The content validity method was used as the most suitable for verification of the questionnaire items. This method has also been found to be more favorable among scholars. However, Ndiyo (2005) and Sambo (2005) suggest that the

validation of the content of the research instrument by experts is an obligation for every researcher to accomplish. However, the content and face validity of the research instrument were established by three (3) experts; one lecturer and my two (2) supervisors from the Department of Educational Foundation and Curriculum. Their valuable guidance and constructive criticism were considered in limiting the number of items in the questionnaire.

3.17 Pilot Study

The pilot test was carried out in two (2) private schools: Sharon Academy International School, Kano and Seat of wisdom schools, Kano and two (2) public schools, Kwakwachi Primary School, Kano and Maitakwachi primary school Kano. It was administered to headmasters and teachers in the schools, because most of these headmasters and teachers are experienced. The pilot study used fourty-eight (48) teachers from public schools and twenty-seven (27) teachers from private schools. The purpose of the pilot study was to:

(1) validate the instrument, especially the suitability of the instrument for the stakeholders as they are directly involved in the application of classroom management techniques in primary schools;

(2) acquaint the researcher with the procedure involved in the administration, collection and analysis of data; and

(3) determine the reliability, adequacy, consistency in the questions and opinions of the subjects.

The returned questionnaire indicates high reliability co-efficient of 0.78. The result of the pilot study therefore, indicates that the instrument used for the study was reliable.

Number of Returned = 27/48 x 100 =56.25%

p(z) =1+c/2 = 1+ 0.5625/2 = 0.78.

3.18 Reliability of the Instrument

The reliability of the instrument was determined in the process of data collection. Result of the study put reliability coefficient at 0.78. This co-efficient is considered high enough to make the instrument reliable and consistent.

3.19 Administration of the Instrument

A structured questionnaire was designed and constructed by the researcher, which was administered to the headmasters and teachers of the selected schools, by personal visit to the school with the help of a research assistant and collected after two days. This is in order to generate adequate and objective data, that would help to provide viable responses to the research questions set for the study. The questionnaire was produced enough to cover the respondents.

3.20 Methods of Data Analysis

The Information from the questionnaire were collated and analyzed, using frequency counts and simple percentage. This is evident from the frequency distribution and mean tabulation method adopted. Chi square (x^2) was also used to determine the opinions of teachers on the application of classroom

management techniques in primary schools. The choice of the Chi square (x2) test was necessary because it enabled the researcher to determine the homogeneity of respondents.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Introduction

This chapter seeks to interpret results of the data analyzed from the completed copies of questionnaire. The total number of copies of questionnaire administered was 1520 whereby 1164 of the copies were administered to teachers in public primary schools and 356 of the remaining were administered to teachers in private primary schools in Kano metropolis. Out of the 1164 copies of questionnaire distributed to teachers in Kano metropolis public primary schools, 64 were not returned. While for Kano metropolis private primary schools, out of the 356 copies of questionnaire administered 31 were not returned. The total number of questionnaire used for the analysis became 1425 out of which 1100 of the questionnaire were received were teachers and heads of Kano metropolis public primary schools and 325 remaining copies of questionnaire received are from respondents (teachers and head of schools) in Kano metropolis private primary schools. The chi-square (x^2) test and summary statistics were used to test the research hypotheses. The statistical software used for the analysis was SPSS 20.0 (statistical package for social sciences).

4.2 General Information on Respondents

Frequency tables are presented below which show frequency of respondents' responses on their bio data. This information includes their school type, gender, age, qualification and years of teaching experience.

Table 4.1: Respondents School Type

Type of School	Frequency	Percent (%)
Public school	1100	77.2
Private school	325	22.8
Total	1425	100.0

Table 4.1 above presents number of respondents that teach in public schools and those that teach in private schools also, their gender status are presented. From table 4.1, it can be observed that 1100 (77.2%) of the teachers teach in public schools and 325 (22.8%) of them teach in private schools.

Table 4.2: Respondents Gender

Gender	Frequency	Percent (%)
Male	787	55.2
Female	638	44.8
Total	1425	100.0

Table 4.2 above presents the number of male and female teachers in the public and private schools, form table 4.2. Out of the 1425 respondents, 787 (55.2%) of them are male and 638 (44.8%) of them are female.

Table 4.3: Respondents Age

Age of the teachers	Frequency	Percent (%)
20 - 25 years	89	6.2
26 - 31 years	127	8.9
32 - 37 years	522	36.6
38 - 43 years	500	35.1
44 - 49 years	104	7.3
50 years & above	83	5.8
Total	1425	100.0

Table 4.3 above shows respondents age and qualification. From table 4.1, it can be observed that 89 (6.2%) of the respondents are between the ages 20 – 25 years, 127 (8.9%) of them are between the ages 26 – 31 years, 522 (36.6%) of them are between the ages 32 – 37 years, 500 (35.1%) of them are between the ages 38 – 43 years, 104 (7.3%) of the respondents are between the ages 44 – 49 years and 83 (5.2%) of them are 50 years and above. The frequency distribution clearly indicate that most of the teachers in Kano metropolis primary schools are between the ages 32 – 37 years and 38 – 43 years while the least falls in the age group of old teachers who are 50 years and above and young teachers who are between 20 – 25 years of age.

Table 4.4: Respondents Qualification

Qualification	Frequency	Percent (%)
T.C II	58	4.1
N.C.E	777	54.5
Diploma	125	8.8
B.A	30	2.1
B.A (Ed)	246	17.3
B.Ed.	112	7.9
Others	69	4.8
Total	1417	99.4
No response	8	.6
Total	1425	100.0

The same table 4.4 shows the teachers qualification and it can be observed that out of the 1425 of the respondents 8 (0.6%) of them did not respond on their qualification. 58 (4.1%) of the respondents have TC II, 777 (54.5%) of them have NCE, 125 (8.8%) have diploma, 30 (2.1%) of them have BA degree, 246 (17.3%) of the respondents have BA (Ed) degree, 112 (7.9%) of them have B.Ed degree and 69 (4.9%) of the respondents have other certificates and degrees. The frequency distribution for the Kano metropolis primary school teachers' clearly shows that most of the teachers are NCE holders and the least of them are BA degree holders.

Table 4.5: Respondents Years of Teaching Experience

Years of Teaching Experience	Frequency	Percent (%)
1 - 5 years	313	22.0
5 - 10 years	839	58.9
10 - 15 years	191	13.4
15 years and above	82	5.8
Total	1425	100.0

Table 4.5 above shows teachers' years of teaching experience and it can be observed that 313 (22%) of the respondents have taught between 1 – 5 years, 839 (58.9%) of the teachers have teaching experience of between 5 – 10 years, 191 (13.4%) of them have taught for between 10 – 15 years and 82 (5.8%) of them have teaching experience of 15 years and above. The frequency distribution of the respondents teaching experience shown in table 4.3 implies that most of the teachers teaching experience is between 5 – 10 years who are about 60% and few of the teachers that is only about 6% of them have teaching experience of 15 years and above.

4.3 Hypotheses Testing:

This section seeks to present results for assessing the stated hypotheses for this research work. The research hypotheses stated in section 1.5 are as follows:

Hypotheses 1: There is no significant difference in the opinion of teachers on the application of punishment during teaching and learning in primary schools in Kano metropolis

In testing the above hypotheses, a cross-tabulation of school type by punishment as a technique in classroom management and a chi-square test was applied to see if there is a significant difference in the opinion of stakeholders in the application of punishment on teaching and learning. School type was used to represent stakeholders because school type is a representation of teachers and school heads who are stakeholders in managing and improving teaching and learning of pupils. Below are the cross-tabulation and chi-square results.

Table 4.6: Application of Punishment as a Technique in Classroom Management by Stakeholders of Primary Schools

Behavioral Problems	Forms of Punishment Applied	Type of School		Total
		Public school	Private school	
Punishment for fighting	flogging or canning	507 (35.6%)	263 (18.5%)	770 (54%)
	detention after school or during break	61 (4.3%)	14 (1%)	75 (5.3%)
	kneeling down	283 (19.9%)	12 (0.8%)	295 (20.7%)
	scolding & warning	149 (10.5%)	21 (1.5%)	170 (11.9%)
	suspension from class	40 (2.8%)	6 (0.4%)	46 (3.2%)
	positioning in front of the class	50 (3.5%)	6 (0.4%)	56 (3.9%)
	standing or lying under the sun	10 (0.7%)	3 (0.2%)	13 (0.9%)
Total		1100 (77.2%)	325 (22.8%)	1425 (100%)
Chi-Square (x^2) = 133.598 DF = 6 P-value = 0.0001				
Punishment for stealing	flogging or canning	222(15.6%)	18(1.3%)	240(16.9%)
	detention after school or during break	183(12.8%)	101(7.1%)	284(19.9%)
	kneeling down	119(8.4%)	3(0.2%)	122(8.6%)
	scolding & warning	164(11.5%)	32(2.2%)	196(13.7%)
	suspension from class	308(21.6%)	144(10.1%)	452(31.7%)
	Fine	9(0.6%)	0(0.0%)	9(0.6%)
	positioning in front of the class	95(6.7%)	27(1.9%)	122(8.6%)
Total		1100(77.2%)	325(22.8%)	1425(100%)
Chi-Square (x^2) = 115.283 DF = 6 P-value = 0.0001				
Punishment for bullying	flogging or canning	241(16.9%)	30(2.1%)	271(19.0%)
	detention after school or during break	128(9.0%)	36(2.5%)	164(11.5%)
	kneeling down	424(29.8%)	199(14.0%)	623(43.7%)
	scolding & warning	191(13.4%)	15(1.1%)	206(14.5%)
	suspension from class	28(2.0%)	6(0.4%)	34(2.4%)
	additional home work	17(1.2%)	6(0.4%)	23((1.6%)
	positioning in front of the class	38(2.7%)	21(1.5%)	59(4.1%)
	standing or lying under the sun	33(2.3%)	12(0.8%)	45(3.2%)
Total		1100(77.2%)	325(22.8%)	1425(100%)
Chi-Square (x^2) = 85.522 DF = 7 P-value = 0.0001				
Punishment for disobedience	flogging or canning	125(8.9%)	39(2.89%)	164(11.6%)
	detention after school or during break	70(5.0%)	21(1.5%)	91(6.5%)
	kneeling down	282(20.0%)	54(3.8%)	336(23.8%)
	scolding & warning	350(24.8%)	153(10.9%)	503(35.7%)
	suspension from class	74(5.3%)	32(2.3%)	106(7.5%)
	additional home work	120(8.5%)	0(0.0%)	120(8.5%)
	positioning in front of the class	63(4.5%)	26(1.8%)	89(6.3%)
Total		1084(76.9%)	325(23.1%)	1409(100%)
Chi-Square (x^2) = 65.533 DF = 6 P-value = 0.0001				
Punishment for noise making	flogging or canning	120(8.4%)	80(5.6%)	200 (14.0%)
	detention after school or during break	26(1.8%)	6(0.4%)	32 (2.2%)
	kneeling down	389(27.3%)	129(9.1%)	518 (36.4%)

	scolding & warning	204(14.3%)	72(5.1%)	276 (19.4%)
	suspension from class	10(0.7%)	0(0.0%)	10 (0.7%)
	Fine	16(1.1%)	6(0.4%)	22 (1.5%)
	additional home work	194(13.6%)	20(1.4%)	214 (15%)
	positioning in front of the class	141(9.9%)	12(0.8%)	153 (10.7%)
Total		1100(77.2%)	325(22.8%)	1425(100%)
Chi-Square (x^2) = 81.549 DF = 7 P-value = 0.0001				
Punishment for disturbance or restlessness	flogging or canning	51(3.6%)	18(1.3%)	69(4.9%)
	detention after school or during break	43(3.0%)	6(0.4%)	49(3.5%)
	kneeling down	194(13.7%)	47(3.3%)	241(17.0%)
	scolding & warning	113(8.0%)	18(1.3%)	131(9.3%)
	suspension from class	29(2.0%)	19(1.3%)	48(3.4%)
	additional home work	339(23.9%)	108(7.6%)	447(31.5%)
	positioning in front of the class	303(21.4%)	94(6.6%)	397(28.0%)
	standing or lying under the sun	21((1.5%)	15(1.1%)	36(2.5%)
Total		1093(77.1%)	325(22.9%)	1418(100%)
Chi-Square (x^2) = 26.619 DF = 7 P-value = 0.0001				
Punishment for stubbornness	flogging or canning	299(21.2%)	142(10.1%)	441(31.3%)
	detention after school or during break	97(6.9%)	36(2.6%)	133(9.4%)
	kneeling down	244(17.3%)	32(2.3%)	276(19.6%)
	scolding & warning	157(11.1%)	0(0.0%)	157(11.1%)
	suspension from class	66(4.7%)	43(3.1%)	109(7.7%)
	Fine	2(0.1%)	3(0.2%)	5(0.4%)
	additional home work	88(6.2%)	42(3.0%)	130(9.2%)
	positioning in front of the class	123(8.7%)	27(1.9%)	150(10.6%)
	standing or lying under the sun	8(0.6%)	0(0.0%)	8(0.6%)
Total		1084(76.9%)	325(23.1%)	1409(100%)
Chi-Square (x^2) = 120.626 DF = 8 P-value = 0.0001				
Punishment for examination malpractice	flogging or canning	75(5.3%)	6(0.4%)	81(5.8%)
	detention after school or during break	25(1.8%)	0(0.0%)	25(1.8%)
	kneeling down	73(5.2%)	13(0.9%)	86(6.1%)
	scolding & warning	151(10.7%)	27(1.9%)	178(12.6%)
	suspension from class	374(26.6%)	162(11.5%)	536(38.1%)
	Fine	37(2.6%)	12(0.9%)	49(3.5%)
	additional home work	8(0.6%)	0(0.0%)	8(0.6%)
	positioning in front of the class	331(23.5%)	105(7.5%)	436(31.0%)
	standing or lying under the sun	9(0.6%)	0(0.0%)	9(0.6%)
Total		1083(76.9%)	325(23.1%)	1408(100%)
Chi-Square (x^2) = 48.864 DF = 8 P-value = 0.0001				
Punishment for truancy	flogging or canning	181(13.0%)	24(1.7%)	205(14.8%)
	detention after school or during break	118(8.5%)	49(3.5%)	167(12.0%)
	kneeling down	383(27.6%)	181(13.0%)	564(40.6%)
	scolding & warning	228(16.4%)	34(2.4%)	262(18.9%)
	suspension from class	50(3.6%)	12(0.9%)	62(4.5%)
	Fine	17(1.2%)	0(0.0%)	17(1.2%)
	additional home work	59(4.2%)	12(0.9%)	71(5.1%)
	positioning in front of the class	22(1.6%)	11(0.8%)	33(2.4%)
	standing or lying under the sun	8(0.6%)	0(0.0%)	8(0.6%)
Total		1066(76.7%)	323(23.3%)	1389(100%)
Chi-Square (x^2) = 70.56 DF = 8 P-value = 0.0001				
Punishment for vandalism	flogging or canning	365(25.9%)	177(12.6%)	542(38.5%)
	detention after school or during break	90(6.4%)	39(2.3%)	129(9.2%)
	kneeling down	86(6.1%)	6(0.4%)	92(6.5%)
	scolding & warning	14(10.3%)	54(3.8%)	199(14.1%)
	suspension from class	70(5.0%)	18(1.3%)	88(6.3%)
	Fine	276(19.6%)	19(1.4%)	295(21.0%)
	additional home work	34(2.4%)	12(0.9%)	46(3.3%)
	positioning in front of the class	16(1.1%)	0(0.0%)	16(1.1%)
Total		1082(76.9%)	325(23.1%)	1407(100%)
Chi-Square (x_2) = 99.097 DF = 7 P-value = 0.0001				
Punishment for defecating	flogging or canning	164(11.8%)	50(3.6%)	214(15.3%)
	detention after school or during break	36(2.6%)	2(0.1%)	38(2.7%)
	kneeling down	252(18.1%)	03(7.4%)	355(25.5%)
	scolding & warning	478(35.3%)	116(8.3%)	594(42.6%)
	suspension from class	41(2.9%)	24(1.7%)	65(4.7%)
	additional home work	35(2.5%)	18(1.3%)	53(3.8%)

	positioning in front of the class	54(3.9%)	12(0.9%)	66(4.7%)
	standing or lying under the sun	8(0.6%)	0(0.0%)	8(0.6%)
Total		1068(79.7%)	325(23.3%)	1393(100%)
Chi-Square (x^2) = 31.621 DF = 7 P-value = 0.0001				
Punishment for dirtiness	flogging or canning	182(12.8%)	78(5.5%)	260(18.2%)
	detention after school or during break	58(4.1%)	45(3.2%)	103(7.2%)
	kneeling down	230(16.1%)	64(4.5%)	294(20.6%)
	scolding & warning	423(29.7%)	81(5.7%)	504(35.4%)
	suspension from class	12(0.8%)	6(0.4%)	18(1.3%)
	Fine	15(1.1%)	0(0.0%)	15(1.1%)
	additional home work	2(0.1%)	3(0.2%)	5(0.4%)
	positioning in front of the class	162(11.4%)	48(3.4%)	210(14.7%)
	standing or lying under the sun	16(1.1%)	0(0.0%)	16(1.1%)
Total		1100(77.2%)	325(22.8%)	1425(100%)
Chi-Square (x^2) = 60.542 DF = 8 P-value = 0.0001				
Punishment for lateness to class	flogging or canning	221(15.5%)	66(4.6%)	287(20.1%)
	detention after school or during break	35(2.5%)	27(1.9%)	62(4.4%)
	kneeling down	578(40.6%)	170(11.9%)	748(52.5%)
	scolding & warning	83(5.8%)	9(0.6%)	92(6.5%)
	suspension from class	8(0.6%)	0(0.0%)	8(0.6%)
	Fine	18(1.3%)	6(0.4%)	24(1.7%)
	additional home work	23(1.6%)	18(1.3%)	41(2.9%)
	positioning in front of the class	110(7.7%)	23(1.6%)	133(9.3%)
	standing or lying under the sun	24(1.7%)	6(0.4%)	30(2.1%)
Total		1100(77.2%)	325(22.8%)	1425(100%)
Chi-Square (x^2) = 39.247 DF = 8 P-value = 0.0001				

From table 4.6 above, cross-tabulation results were presented and it can be observed that nine forms of punishment on thirteen behavioural problems were responded to by the stakeholders. The cross-tabulation result revealed that out of the 1425 respondents on fighting among pupils which is the first behavioural problem as listed in table 4.6, 770 (54%) of the stakeholders in both public and private primary school suggest flogging or canning as the best form of punishment which is the highest response, while 13 (0.9%) of the stakeholders responded that standing or lying under the sun which is the lowest response is the best form of punishment for fighting or canning among pupils. None of the respondents suggested fine or additional homework as best forms of punishment for fighting. The chi-square value of 133.598 with 6 degree of freedom and a P-value of 0.0001 suggest that there is a significant difference in the opinion of

stakeholders in the application of punishment on teaching and learning because the chi-square p-value of 0.0001 is less than $\alpha = 0.05$ significance level. Hence, the null hypothesis is rejected. Also, from the same table, 452 (31.7%) of the respondents suggest suspension from class as the best form of punishment for stealing and it is the highest response from all the 1425 stakeholders that responded and it was observed that none of the stakeholders suggest additional homework or standing or lying under the sun as best forms of punishment on pupils who steal. The chi-square value of 115.283 with 6 degree of freedom and a p-value of 0.0001 means that there is a significant difference in the opinion of stakeholders in the application of punishment on teaching and learning because the chi-square p-value of 0.0001 is less than $\alpha = 0.05$ significance level. Again, the null hypothesis is rejected. Likewise, among the 1425 respondents who responded on bullying as a behavioural problem, 623 (43.7%) of the stakeholders responded that kneeling down is the best form of punishment to pupils that bully in class during learning and teaching. The response is the highest response while the lowest response by the stakeholders (1.6%) is additional home work as a suggested punishment for pupils that bully. None of the stakeholders suggested fine as a form of punishment for bullying. The chi-square value of 85.522 with 7 degree of freedom (df) and a p-value of 0.0001 means that there is a significant difference in the opinion of stakeholders in the application of punishment on teaching and learning because the chi-square p-value of 0.0001 is less than $\alpha = 0.05$ significance level. Again, the null hypothesis is rejected. Also,

scolding and warning was suggested by 503 (35.7%) of the stakeholders which is the highest response for pupils disobedience while none of the respondents suggested fine and standing or lying under the sun as punishment for pupils disobedience. The chi-square value of 65.533 with 6 df and p-value of 0.0001 means that there is a significant difference in the opinion of stakeholders in the application of punishment on teaching and learning because the chi-square p-value of 0.0001 is less than $\alpha = 0.05$ significance level. Again, the null hypothesis is rejected.

Out of the 1425 respondents that responded on the form of punishment best for pupils noise making, it was observed that the 518 (36.4%) of them which is the highest response frequency suggest kneeling down as punishment for noise making and none responded that standing or lying under the sun is a best form of punishment for noise making. The chi-square value of 81.549 with 6 df and p-value of 0.0001 means that there is a significant difference in the opinion of stakeholders in the application of punishment on teaching and learning because the chi-square p-value of 0.0001 is less than $\alpha = 0.05$ significance level. Hence, the null hypothesis is rejected. Also, response on pupils disturbance and restlessness from the cross-tabulation result the table revealed that 447 (31.5%) of the stakeholders which is the highest response frequency suggest additional homework as punishment for disturbance and restlessness and none of the stakeholders suggest fine as a punishment for pupils disturbance and restlessness. The chi-square value of 26.619 with 7 df and a p-value of 0.0001

means that there is a significant difference in the opinion of stakeholders in the application of punishment on teaching and learning because the chi-square p-value of 0.0001 is less than α = 0.05 significance level. Again, the null hypothesis is rejected. Likewise, out of 1409 respondents that responded on what form of punishment is recommended for pupils stubbornness 441 (31.3%) of the stakeholders suggest flogging or canning as punishment for pupils stubbornness and their response is the highest from the cross-tabulation frequency result. The chi-square value of 120.626 with 8 df and p-value of 0.0001 means that there is a significant difference in the opinion of stakeholders in the application of punishment on teaching and learning because the chi-square p-value of 0.0001 is less than α = 0.05 significance level. Again, the null hypothesis is rejected.

From table 4.6 above, it shows stakeholders' punishment recommendation on pupils that commit examination malpractice. The cross-tabulation result revealed that a total of 1408 respondents responded and 38.1% (536) of the stakeholders' suggest suspension from class as best punishment for pupils that commit examination malpractice and it is the highest response. The chi-square value of 48.864 with 8 df and p-value of 0.0001 means that there is a significant difference in the opinion of stakeholders in the application of punishment on teaching and learning because the chi-square p-value of 0.0001 is less than α = 0.05 significance level. Hence, the null hypothesis is rejected. Also, a total of 1389 respondents responded on what punishment is best recommended for truancy among pupils. The cross-tabulation result revealed that most of the respondents

who are about 40.6% (564) suggest kneeling down as the recommended punishment for truancy. The chi-square value of 70.56 with 8 df and a p-value of 0.0001 means that there is a significant difference in the opinion of stakeholders in the application of punishment on teaching and learning because the chi-square p-value of 0.0001 is less than $\alpha = 0.05$ significance level. Again, the null hypothesis is rejected. Likewise, 38.5% (542) which is the highest response percent out of the total respondents (1407) who responded on which form of punishment is best for pupils who involve in vandalism suggest flogging or canning as the recommended punishment. None of the stakeholders suggest standing or lying under the sun as a punishment for vandalism. The chi-square value of 99.097 with 7 df and p-value of 0.0001 means that there is a significant difference in the opinion of stakeholders in the application of punishment on teaching and learning because the chi-square p-value of 0.0001 is less than $\alpha = 0.05$ significance level. Again, the null hypothesis is rejected.

594 respondents who make-up 42.6% (which is the highest response percent) of the total respondents (1393) from the cross-tabulation result in table 4.6 above who responded on the form of punishment meant for pupils that defecate in class suggest scolding and warning as the recommended punishment and none of the stakeholders suggested fine as a punishment for pupils that defecate in class. The chi-square value of 31.621 with 8 df and p-value of 0.0001 means that there is a significant difference in the opinion of stakeholders in the application of punishment on teaching and learning because the chi-square p-

value of 0.0001 is less than α = 0.05 significance level. Hence, the null hypothesis is rejected. Also, stakeholders responded on which punishment is best for pupils that are dirty. The cross-tabulation result revealed that out of the 1425 of the respondents that responded 35.4% (504) which is the highest response percent suggested scolding and warning as the recommended punishment for dirtiness. The chi-square value of 60.542 with 8 df and p-value of 0.0001 means that there is a significant difference in the opinion of stakeholders in the application of punishment on teaching and learning because the chi-square p-value of 0.0001 is less than α = 0.05 significance level. Again, the null hypotheses is rejected. Likewise, for the last behavioural problem that could be committed by pupils in table 4.4 was responded upon by stakeholders and out of 1425 of them who responded 52.5% (748) which is the highest response percent suggest kneeling down as the recommended punishment for pupils that come to class late. The chi-square value of 39.247 with 8 df and p-value of 0.0001 means that there is a significant difference in the opinion of stakeholders in the application of punishment on teaching and learning because the chi-square p-value of 0.0001 is less than α = 0.05 significance level. Again, the null hypothesis is rejected.

Hypotheses 2: There is no significant difference in the opinion of teacher on the application of motivation by male and female teachers during teaching and learning in primary schools in Kano metropolis.

In testing the above, hypotheses a cross-tabulation of trained and untrained teachers by motivation as a technique in classroom management and a chi-square test was applied to see if there is a significant difference between

trained and untrained teachers in the application of management technique in classroom management. The trained and untrained teachers were decided by their qualification where teachers with no education base degree or certificate were classified as untrained while those with education certificates and degrees were classified as trained teachers. Below are the cross-tabulation and chi-square results.

Table 4.7: Application of Motivation as a Technique in Classroom Management by Trained and Untrained Primary School Teachers.

Items of Pupils Behavior During Learning	Forms of Motivation Applied	Teachers Qualification		Total
		Trained	Untrained	
Motivation technique for home work defaulters	call the pupils by name during lesson	678 (49.3%)	118 (8.6%)	796 57.9%
	make the beginning of a lesson interesting	63 (4.6%)	2 (0.1%)	65 4.7%
	bring pupils to sit in front seat	24 (1.7%)	1 (0.1%)	25 1.8%
	verbal praise	8 (0.6%)	8 (0.6%)	16 1.2%
	bring pupils to teacher's table	66 (4.8%)	27 (2.0%)	93 6.8%
	provide learning task	25 (1.8%)	19 (1.4%)	44 3.2%
	create structure that will help pupils to be self regulating	162 (11.8%)	12 (0.9%)	174 12.7%
	pay attention on pupils work/task	126 (9.2%)	36 (2.6%)	162 11.8%
Total		1152 (83.8%)	223 (16.2%)	1375 100.0%
Chi-Square (x^2) = 75.79 DF =7 P-value = 0.0001				
Motivation technique for pupils disturbing during lesson	call the pupils by name during lesson	178 12.8%	55 4.0%	233 16.8%
	make the beginning of a lesson interesting	156 11.2%	68 4.9%	224 16.1%
	bring pupils to sit in front seat	372 26.7%	77 5.5%	449 32.3%
	verbal praise	23 1.7%	0 0.0%	23 1.7%
	bring pupils to teacher's table	109 7.8%	4 0.3%	113 8.1%
	provide learning task	70 5.0%	0 0.0%	70 5.0%
	create structure that will help pupils to be self regulating	182 13.1%	5 0.4%	187 13.4%
	pay attention on pupils work/task	78 5.6%	14 1.0%	92 6.6%

Total		1168 84.0%	223 16.0%	1391 100.0%
Chi-Square (x^2) = 100.18 DF =7 P-value = 0.0001				
Motivation technique for pupils lack of concentration	call the pupils by name during lesson	84 6.0%	34 2.4%	118 8.5%
	make the beginning of a lesson interesting	197 14.2%	74 5.3%	271 19.5%
	bring pupils to sit in front seat	477 34.3%	52 3.7%	529 38.0%
	verbal praise	56 4.0%	29 2.1%	85 6.1%
	bring pupils to teacher's table	175 12.6%	7 0.5%	182 13.1%
	provide learning task	70 5.0%	9 0.6%	79 5.7%
	create structure that will help pupils to be self regulating	94 6.8%	10 0.7%	104 7.5%
	pay attention on pupils work/task	16 1.1%	8 0.6%	24 1.7%
Total		1169 84.0%	223 16.0%	1392 100.0%
Chi-Square (x^2) = 105.98 DF =7 P-value = 0.0001				
Motivation technique for pupils with visual problems	call the pupils by name during lesson	8 0.6%	0 0.0%	8 0.6%
	bring pupils to sit in front seat	762 54.7%	147 10.6%	909 65.3%
	verbal praise	51 3.7%	17 1.2%	68 4.9%
	bring pupils to teacher's table	122 8.8%	42 3.0%	164 11.8%
	provide learning task	93 6.7%	15 1.1%	108 7.8%
	create structure that will help pupils to be self regulating	35 2.5%	2 0.1%	37 2.7%
	pay attention on pupils work/task	98 7.0%	0 0.0%	98 7.0%
Total		1169 84.0%	223 16.0%	1392 100.0%
Chi-Square (x^2) = 38.985 DF =6 P-value = 0.0001				
Motivation technique for pupils who are slow in writing	call the pupils by name during lesson	29 2.1%	0 0.0%	29 2.1%
	bring pupils to sit in front seat	366 26.8%	81 5.9%	447 32.7%
	verbal praise	12 0.9%	0 0.0%	12 0.9%
	bring pupils to teacher's table	378 27.7%	73 5.3%	451 33.0%
	provide learning task	96 7.0%	16 1.2%	112 8.2%
	create structure that will help pupils to be self regulating	165 12.1%	36 2.6%	201 14.7%
	pay attention on pupils work/task	98 7.2%	17 1.2%	115 8.4%
Total		1144 83.7%	223 16.3%	1367 100.0%
Chi-Square (x^2) = 9.978 DF =6 P-value = 0.126				

Motivation technique for pupils who commit examination malpractice	call the pupils by name during lesson	96 6.8%	18 1.3%	114 8.0%
	make the beginning of a lesson interesting	18 1.3%	2 0.1%	20 1.4%
	bring pupils to sit in front seat	128 9.0%	48 3.4%	176 12.4%
	verbal praise	18 1.3%	17 1.2%	35 2.5%
	bring pupils to teacher's table	409 28.9%	79 5.6%	488 34.4%
	provide learning task	109 7.7%	4 0.3%	113 8.0%
	create structure that will help pupils to be self regulating	255 18.0%	42 3.0%	297 21.0%
	pay attention on pupils work/task	160 11.3%	14 1.0%	174 12.3%
Total		1193 84.2%	224 15.8%	1417 100.0%
Chi-Square (x^2) = 67.446 DF =7 P-value = 0.0001				
Motivation technique for pupils who late to class	call the pupils by name during lesson	487 35.9%	92 6.8%	579 42.7%
	make the beginning of a lesson interesting	209 15.4%	9 0.7%	218 16.1%
	bring pupils to sit in front seat	18 1.3%	16 1.2%	34 2.5%
	verbal praise	37 2.7%	0 0.0%	37 2.7%
	bring pupils to teacher's table	62 4.6%	13 1.0%	75 5.5%
	provide learning task	109 8.0%	57 4.2%	166 12.2%
	create structure that will help pupils to be self regulating	186 13.7%	27 2.0%	213 15.7%
	pay attention on pupils work/task	34 2.5%	0 0.0%	34 2.5%
Total		1142 84.2%	214 15.8%	1356 100.0%
Chi-Square (x^2) = 105.293 DF =7 P-value = 0.0001				
Motivation technique for pupils timidity in classroom participation	call the pupils by name during lesson	125 9.0%	37 2.7%	162 11.6%
	make the beginning of a lesson interesting	370 26.6%	43 3.1%	413 29.7%
	bring pupils to sit in front seat	39 2.8%	1 0.1%	40 2.9%
	verbal praise	170 12.2%	39 2.8%	209 15.0%
	bring pupils to teacher's table	104 7.5%	14 1.0%	118 8.5%
	provide learning task	79 5.7%	9 0.6%	88 6.3%
	create structure that will help pupils to be self regulating	142 10.2%	52 3.7%	194 13.9%
	pay attention on pupils work/task	139 10.0%	28 2.0%	167 12.0%
Total		1168 84.0%	223 16.0%	1391 100.0%
Chi-Square (x^2) = 42.297 DF =7 P-value = 0.0001				

Motivation technique for pupils untidy class work	call the pupils by name during lesson	430 31.5%	81 5.9%	511 37.4%
	bring pupils to sit in front seat	30 2.2%	8 0.6%	38 2.8%
	verbal praise	24 1.8%	0 0.0%	24 1.8%
	bring pupils to teacher's table	57 4.2%	20 1.5%	77 5.6%
	provide learning task	95 6.9%	12 0.9%	107 7.8%
	create structure that will help pupils to be self regulating	332 24.3%	62 4.5%	394 28.8%
	pay attention on pupils work/task	176 12.9%	40 2.9%	216 15.8%
Total		1144 83.7%	223 16.3%	1367 100.0%
Chi-Square (x^2) = 13.55 DF =6 P-value = 0.035				
motivation technique for pupils participating actively in classroom	call the pupils by name during lesson	86 6.1%	10 0.7%	96 6.8%
	make the beginning of a lesson interesting	73 5.2%	20 1.4%	93 6.6%
	bring pupils to sit in front seat	26 1.8%	9 0.6%	35 2.5%
	verbal praise	844 59.7%	172 12.2%	1016 71.9%
	bring pupils to teacher's table	47 3.3%	0 0.0%	47 3.3%
	provide learning task	10 0.7%	0 0.0%	10 0.7%
	create structure that will help pupils to be self regulating	55 3.9%	6 0.4%	61 4.3%
	pay attention on pupils work/task	49 3.5%	7 0.5%	56 4.0%
Total		1190 84.2%	224 15.8%	1414 100.0%
Chi-Square (x^2) = 20.666 DF =7 P-value = 0.004				

From table 4.7 above, cross-tabulation results were presented and it can be observed that eight forms of motivation technique applied to ten items of pupils' behaviour during learning were responded on by trained and untrained teachers. The cross-tabulation result revealed that out of the 1425 respondents 1375 of them responded on pupils' who are home work defaulters out of which 1152 of them are trained teachers and 223 of them are untrained teachers. A response of 57.9% (769) which is the highest, recommended calling the pupils by name during lesson as the best form of motivation technique, while 1.2% (16) of

the teachers responded (which is the lowest response) that verbal praise is the best form of management technique among pupils who are homework defaulters. The chi-square value of 75.79 with 7 degree of freedom and a P-value of 0.0001 implies that there is a significant difference between trained and untrained teachers in the application of motivation technique in managing pupils behavioural problems in the classroom because the chi-square p-value of 0.0001 is less than $\alpha = 0.05$ significance level. Hence, the null hypotheses is rejected. Also, from the same table 449 (32.3%) of the respondents suggest bringing pupils to sit in front seat as the best form of management technique for disturbance during lesson and it is the highest response from a total of 1391 trained and untrained teachers that responded and 1.7% (23) response on verbal praise as the best motivation technique was the lowest. The chi-square value of 100.18 with 7 degree of freedom and a p-value of 0.0001 means that there is a significant difference between trained and untrained teachers in the application of motivation technique in managing pupils behavioural problems in the classroom because the chi-square p-value of 0.0001 is less than $\alpha = 0.05$ significance level. Again, the null hypothesis is rejected. Likewise, among the 1392 respondents who responded on lack of concentration as a behavioural problem during learning, 529 (38%) of the trained and untrained teachers which is the highest, responded that bringing pupils to sit in front seat is best recommended during learning while, the lowest response by the teachers (1.7%) recommended paying attention on pupils work/task. The chi-square value of 105.98 with 7 degree of

freedom (df) and a p-value of 0.0001 means that there is a significant difference between trained and untrained teachers in the application of motivation technique in managing pupils behavioural problems in the classroom because the chi-square p-value of 0.0001 is less than $\alpha = 0.05$ significance level. Again, the null hypothesis is rejected.

Also, from the same table 4.7 above, it can be observed that response from trained and untrained teachers on pupils with visual problems; calling the pupils by name has the lowest response of 0.6% (8) by the teachers while bringing the pupils to sit in front seat has the highest response of 65.3% (909) and the total respondents that responded is 1392. The chi-square value of 38.985 with 6 df and p-value of 0.0001 means that there is a significant difference between trained and untrained teachers in the application of motivation technique in managing pupils behavioural problems in the classroom because the chi-square p-value of 0.0001 is less than $\alpha = 0.05$ significance level. Hence, the null hypothesis is rejected. Also, it was observed that out of the 1367 respondents that responded on pupils who are slow in writing none of the teachers responded on making the beginning of a lesson interesting as a recommended form of motivation technique while respondents response on the other form of motivation techniques that can be applied for pupils who are slow in writing are statistically not different based on the chi-square result although the highest response of 33% (451) from the total respondents recommend the application of verbal praise followed by 32.7% (447)

of the them who recommended bringing the pupils to sit in front seat. The chi-square value of 9.978 with 6 df and p-value of 0.126 means that there is no significant difference between trained and untrained teachers in the application of motivation technique in managing pupils behavioural problem of slow in writing during learning in the classroom because the chi-square p-value of 0.126 is greater than $\alpha = 0.05$ significance level. Hence, the null hypothesis is not rejected. But, it was observed that response from trained and untrained teachers on pupils who involve in examination malpractice; bringing pupils to teachers table has the highest response of 34.4% (488) while making the beginning of the lesson interesting has the lowest response of 1.4% (20) from the total respondents of 1417. The chi-square value of 67.446 with 7 df and a p-value of 0.0001 means that there is a significant difference between trained and untrained teachers in the application of motivation technique in managing pupils behavioural problems in the classroom because the chi-square p-value of 0.0001 is less than $\alpha = 0.05$ significance level. Again, the null hypotheses is rejected. Likewise, table 4.5 above shows that out of 1356 respondents that responded on pupils lateness to class, call the pupils by name during lesson has the highest response of 42.7% (579) while bring pupils to sit in front seat, verbal praise and pay attention on pupils work/task has the lowest response of 2.5% (34), 2.7% (37) and 2.5% (34) respectively. The chi-square value of 105.293 with 7 df and p-value of 0.0001 means that there is a significant difference between trained and untrained teachers in the application of motivation technique in managing pupils

behavioural problems in the classroom because the chi-square p-value of 0.0001 is less than α = 0.05 significance level. Hence, the null hypothesis is rejected. From the same table 4.7, out of 1391 respondents that responded on pupils timidity in classroom participation, make the beginning of a lesson interesting has the highest response of 29.7% (413) while bring pupils to sit in front seat has the lowest response of 2.9% (40). The chi-square value of 42.297 with 7 df and p-value of 0.0001 means that there is a significant difference between trained and untrained teachers in the application of motivation technique in managing pupils behavioural problems in the classroom because the chi-square p-value of 0.0001 is less than α = 0.05 significance level. Again, the null hypotheses is rejected. Also, table 4.7 shows that out of 1367 respondents that responded on pupils untidy class work, call the pupils by name during lesson has the highest response of 37.4% (511) while verbal praise has the lowest response of 1.8% (24) and none of the respondents responded on; make the beginning of a lesson interesting as a motivation technique for pupils untidy class work. The chi-square value of 13.55 with 6 df and p-value of 0.035 means that there is a significant difference between trained and untrained teachers in the application of motivation technique in managing pupils behavioural problems in the classroom because the chi-square p-value of 0.035 is less than α = 0.05 significance level. Again, the null hypothesis is rejected. Lastly, on motivation technique, out of 1414 trained and untrained teachers that responded on pupils that participates actively in classroom, verbal praise has the highest response of

71.9% (1016) while provide learning task has the lowest response of 0.7% (10). The chi-square value of 20.666 with 7 df and p-value of 0.004 means that there is a significant difference between trained and untrained teachers in the application of motivation technique in managing pupils behavioural problems in the classroom because the chi-square p-value of 0.004 is less than $\alpha = 0.05$ significance level. Also, the null hypothesis is rejected again.

Hypotheses 3: There is no significant difference in the opinion of teacher on the application of rewards during teaching and learning in primary schools in Kano metropolis.

In testing the above hypotheses a cross-tabulation of teachers' gender by reward as a technique in classroom management and a chi-square test was applied to see if there is a significant difference. Below are the cross-tabulation and chi-square results.

Table 4.8: Application of Reward as a Technique in Classroom Management by Teachers' Gender

Pupils Behaviour	Forms of Reward Applied	Gender		Total
		Male	Female	
Reward as a technique to pupils punctuality	simple praise	654 46.2%	545 38.5%	1199 84.6%
	clapping of hands	97 6.8%	33 2.3%	130 9.2%
	Smile	20 1.4%	52 3.7%	72 5.1%
	acknowledge by nodding head	8 0.6%	0 0.0%	8 0.6%
	Disgrace	8 0.6%	0 0.0%	8 0.6%
Total		787 55.5%	630 44.5%	1417 100.0%
Chi-Square (x^2) = 54.918 DF =4 P-value = 0.0001				
Reward as a technique to pupils neatness in appearance/class task	simple praise	209 14.7%	165 11.6%	374 26.2%
	clapping of hands	119 8.4%	153 10.7%	272 19.1%
	Smile	50 3.5%	8 0.6%	58 4.1%

	acknowledge by nodding head	395 27.7%	312 21.9%	707 49.6%
	ordering pupils to leave the class	14 1.0%	0 0.0%	14 1.0%
Total		787 55.2%	638 44.8%	1425 100.0%
Chi-Square (x^2) = 48.535 DF =4 P-value = 0.0001				
Reward as a technique to pupils active participation in class	simple praise	69 4.8%	68 4.8%	137 9.6%
	clapping of hands	605 42.5%	521 36.6%	1126 79.0%
	Smile	81 5.7%	32 2.2%	113 7.9%
	acknowledge by nodding head	32 2.2%	9 0.6%	41 2.9%
	Reproofing	0 0.0%	8 0.6%	8 0.6%
Total		787 55.2%	638 44.8%	1425 100.0%
Chi-Square (x^2) = 33.207 DF =4 P-value = 0.0001				
Reward as a technique to pupils well behaviour during lesson	simple praise	80 5.6%	146 10.2%	226 15.9%
	clapping of hands	191 13.4%	126 8.8%	317 22.2%
	Smile	395 27.7%	253 17.8%	648 45.5%
	acknowledge by nodding head	121 8.5%	103 7.2%	224 15.7%
	Reproofing	0 0.0%	10 0.7%	10 0.7%
Total **Chi-Square (x^2) = 60.245 DF =4 P-value = 0.0001**		787 55.2%	638 44.8%	1425 100.0%
Reward as a technique to pupils keeping quiet in class	simple praise	211 15.2%	149 10.7%	360 25.9%
	clapping of hands	36 2.6%	72 5.2%	108 7.8%
	Smile	105 7.6%	99 7.1%	204 14.7%
	acknowledge by nodding head	261 18.8%	197 14.2%	458 32.9%
	standing near the trouble maker	61 4.4%	14 1.0%	75 5.4%
	Reproofing	79 5.7%	36 2.6%	115 8.3%
	ordering pupils to leave the class	34 2.4%	36 2.6%	70 5.0%
Total		787 56.6%	603 43.4%	1390 100.0%
Chi-Square (x^2) = 53.975 DF =6 P-value = 0.0001				
Reward as a technique to pupils ability to answer questions in class	simple praise	36 2.5%	35 2.5%	71 5.0%
	clapping of hands	618 43.4%	562 39.4%	1180 82.8%
	Smile	61 4.3%	23 1.6%	84 5.9%
	acknowledge by nodding head	64 4.5%	18 1.3%	82 5.8%
	standing near the trouble maker	8 0.6%	0 0.0%	8 0.6%
Total		787 55.2%	638 44.8%	1425 100.0%

Chi-Square (x^2) = 38.508 DF =4 P-value = 0.0001				
Reward as a technique to pupils ability to ask questions	simple praise	276 19.4%	344 24.1%	620 43.5%
	clapping of hands	92 6.5%	66 4.6%	158 11.1%
	Smile	199 14.0%	119 8.4%	318 22.3%
	acknowledge by nodding head	212 14.9%	101 7.1%	313 22.0%
	standing near the trouble maker	8 0.6%	0 0.0%	8 0.6%
	Reproofing	0 0.0%	8 0.6%	8 0.6%
Total		787 55.2%	638 44.8%	1425 100.0%
Chi-Square (x^2) = 72.439 DF =5 P-value = 0.0001				
Reward as a technique to pupils ability to lead others	simple praise	418 29.5%	373 26.3%	791 55.8%
	clapping of hands	138 9.7%	32 2.3%	170 12.0%
	Smile	84 5.9%	83 5.9%	167 11.8%
	acknowledge by nodding head	78 5.5%	124 8.8%	202 14.3%
	standing near the trouble maker	16 1.1%	0 0.0%	16 1.1%
	Reproofing	23 1.6%	0 0.0%	23 1.6%
	ordering pupils to leave the class	30 2.1%	18 1.3%	48 3.4%
Total		787 55.5%	630 44.5%	1417 100.0%
Chi-Square (x^2) = 105.03 DF =6 P-value = 0.0001				
Reward as a technique to pupils restlessness during lesson	simple praise	16 1.1%	0 0.0%	16 1.1%
	Smile	9 0.6%	0 0.0%	9 0.6%
	acknowledge by nodding head	31 2.2%	0 0.0%	31 2.2%
	standing near the trouble maker	476 33.6%	351 24.8%	827 58.4%
	Reproofing	68 4.8%	87 6.1%	155 10.9%
	Disgrace	61 4.3%	23 1.6%	84 5.9%
	ordering pupils to leave the class	118 8.3%	177 12.5%	295 20.8%
Total		779 55.0%	638 45.0%	1417 100.0%
Chi-Square (x^2) = 93.105 DF =6 P-value = 0.0001				
Reward as a technique to pupils malpractice during lesson	Smile	15 1.1%	0 0.0%	15 1.1%
	acknowledge by nodding head	32 2.3%	0 0.0%	32 2.3%
	standing near the trouble maker	74 5.2%	92 6.5%	166 11.7%
	Reproofing	81 5.7%	94 6.6%	175 12.4%
	Disgrace	392 27.7%	259 18.3%	651 46.0%
	ordering pupils to leave the class	183 12.9%	193 13.6%	376 26.6%
Total		777 54.9%	638 45.1%	1415 100.0%
Chi-Square (x^2) = 64.322 DF =5 P-value = 0.0001				

Reward as a technique to pupils disobedience	simple praise	0 0.0%	27 1.9%	27 1.9%
	clapping of hands	8 0.6%	0 0.0%	8 0.6%
	Smile	0 0.0%	8 0.6%	8 0.6%
	acknowledge by nodding head	32 2.3%	0 0.0%	32 2.3%
	standing near the trouble maker	62 4.4%	161 11.4%	223 15.7%
	Reproofing	143 10.1%	134 9.5%	277 19.6%
	Disgrace	341 24.1%	220 15.5%	561 39.6%
	ordering pupils to leave the class	201 14.2%	79 5.6%	280 19.8%
Total		787 55.6%	629 44.4%	1416 100.0%
Chi-Square (x^2) = 183.149 DF =7 P-value = 0.0001				
Reward as a technique to pupils ability to help others	simple praise	464 32.8%	398 28.1%	862 60.9%
	clapping of hands	81 5.7%	71 5.0%	152 10.7%
	Smile	29 2.0%	18 1.3%	47 3.3%
	acknowledge by nodding head	147 10.4%	103 7.3%	250 17.7%
	standing near the trouble maker	0 0.0%	16 1.1%	16 1.1%
	Reproofing	43 3.0%	8 0.6%	51 3.6%
	Disgrace	23 1.6%	15 1.1%	38 2.7%
Total **Chi-Square (x^2) = 40.609 DF =6 P-value = 0.0001**		787 55.6%	629 44.4%	1416 100.0%

From table 4.8 above, cross-tabulation results were presented and it can be observed that eight forms of reward technique applied to twelve items of pupils' behaviour during learning were responded to by gender status of 1425 respondents from both public and private primary schools in Kano metropolis 787 of them are males and 638 of them are females. The cross-tabulation results revealed that out of 1417 respondents that responded on pupils punctuality to class, simple praise has the highest response of 84.6% (1199) while acknowledge by nodding head and disgrace has the lowest response of 0.6% (8) respectively. But none of the male or female respondents responded on standing near the trouble maker, reproofing and ordering pupils to leave the class as a form of

reward to be applied for pupil's punctuality to class. The chi-square value of 54.198 with 4 df and p-value of 0.0001 means that there is a significant difference between male and female teachers in the application of reward as a technique in classroom management because the chi-square p-value of 0.0001 is less than α = 0.05 significance level. Hence, the null hypothesis is rejected. From the same table 4.8, out of 1425 respondents that responded on pupils neatness in appearance/class task, acknowledge by nodding head has the highest response of 49.6% (707) while ordering pupils to leave the class has the lowest response of 1% (14). But none of the male and female teachers responded on standing near the trouble maker, reproofing and disgrace as a form of reward to be applied for pupils neatness in appearance/class task. The chi-square value of 54.198 with 4 df and p-value of 0.0001 means that there is a significant difference between male and female teachers in the application of reward as a technique in classroom management because the chi-square p-value of 0.0001 is less than α = 0.05 significance level. Also, the null hypothesis is rejected. Also, out of 1425 respondents that responded on pupils' active participation in class, clapping of hands has the highest response of 79% (1126) while reproofing has the lowest response of 0.6% (8). But none of the male and female teachers responded on standing near the trouble maker, disgrace and ordering pupils to leave the class as a form of reward to be applied for pupils' active participation in class. The chi-square value of 33.207 with 4 df and p-value of 0.0001 means that there is a significant difference between male and female teachers in the application of

reward as a technique in classroom management because the chi-square p-value of 0.0001 is less than α = 0.05 significance level. Also, the null hypothesis is rejected. Likewise, out of 1425 respondents that responded on pupils who are well behaved during class, smile has the highest response of 45.5% (648) while reproofing has the lowest response of 0.7% (10). But none of the male and female teachers responded on standing near the trouble maker, disgrace and ordering pupils to leave the class as a form of reward to be applied for pupils who are well behaved during class. The chi-square value of 60.245 with 4 df and p-value of 0.0001 means that there is a significant difference between male and female teachers in the application of reward as a technique in classroom management because the chi-square p-value of 0.0001 is less than α = 0.05 significance level. Again, the null hypotheses is rejected.

From the same table 4.8 above, out of 1390 respondents that responded on pupils keeping quite in class, simple praise has the highest response of 25.9% (360) while ordering pupils to leave the class has the lowest response of 5% (70). But none of the male and female teachers responded on disgrace as a form of reward to be applied for pupils keeping quite in class. The chi-square value of 60.245 with 6 df and p-value of 0.0001 means that there is a significant difference between male and female teachers in the application of reward as a technique in classroom management because the chi-square p-value of 0.0001 is less than α = 0.05 significance level. Hence, the null hypothesis is rejected. Also, out of 1425

respondents that responded on pupils' ability to answer questions in class, clapping of hands has the highest response of 82.8% (1180) while standing near the trouble maker has the lowest response of 0.6% (8). But none of the male and female teachers responded on reproofing, disgrace and ordering pupils to leave the class as a form of reward to be applied for pupils' ability to answer questions in class. The chi-square value of 38.508 with 4 df and p-value of 0.0001 means that there is a significant difference between male and female teachers in the application of reward as a technique in classroom management because the chi-square p-value of 0.0001 is less than $\alpha = 0.05$ significance level. Again, the null hypothesis is rejected. From the same table 4.6 above, out of 1425 respondents that responded on pupils ability to ask question during lesson, simple praise has the highest response of 43.5% (620) while standing near the trouble maker and reproofing has the lowest response of 0.6% (8) respectively. But none of the male and female teachers responded on reproofing and disgrace as a form of reward to be applied for pupils ability to ask question during lesson. The chi-square value of 72.439 with 5 df and p-value of 0.0001 means that there is a significant difference between male and female teachers in the application of reward as a technique in classroom management because the chi-square p-value of 0.0001 is less than $\alpha = 0.05$ significance level. Again, the null hypothesis is rejected. Likewise, out of 1417 respondents that responded on pupils ability to lead others, simple praise has the highest response of 55.8% (791) while ordering pupils to leave the class has the lowest response of 1.1% (16). But none of the male and

female teachers responded on disgrace as a form of reward to be applied for pupils ability to lead others. The chi-square value of 105.03 with 6 df and p-value of 0.0001 means that there is a significant difference between male and female teachers in the application of reward as a technique in classroom management because the chi-square p-value of 0.0001 is less than $\alpha = 0.05$ significance level. Again, the null hypothesis is rejected.

From the same table 4.8 above, out of 1417 respondents that responded on pupils restlessness during lesson, standing near the trouble maker has the highest response of 55.8% (827) while smile has the lowest response of 0.6% (9). But none of the male and female teachers responded on clapping of hands as a form of reward to be applied for pupils' restlessness during lesson. The chi-square value of 93.105 with 6 df and p-value of 0.0001 means that there is a significant difference between male and female teachers in the application of reward as a technique in classroom management because the chi-square p-value of 0.0001 is less than $\alpha = 0.05$ significance level. Hence, the null hypothesis is rejected. From the same table 4.6 above, out of 1415 respondents that responded on pupils who involve in malpractice during lesson, disgrace has the highest response of 46% (651) while smile has the lowest response of 1.1% (15). But none of the male and female teachers responded on; simple praise and clapping of hands as a form of reward to be applied for pupils' who involve in malpractice during lesson. The chi-square value of 64.322 with 5 df and p-value of 0.0001

means that there is a significant difference between male and female teachers in the application of reward as a technique in classroom management because the chi-square p-value of 0.0001 is less than α = 0.05 significance level. Again, the null hypothesis is rejected. Likewise, out of 1416 respondents that responded on pupils' disobedience in class, disgrace has the highest response of 39.6% (561) while clapping of hands and smile has the lowest response of 0.6% (8) respectively. The chi-square value of 183.189 with 7 df and p-value of 0.0001 means that there is a significant difference between male and female teachers in the application of reward as a technique in classroom management because the chi-square p-value of 0.0001 is less than α = 0.05 significance level. Again, the null hypothesis is rejected. Lastly, from the same table 4.6 above, out of 1416 respondents that responded on pupils' ability to help others, simple praise has the highest response of 60.9% (862) while standing near the trouble maker has the lowest response of 1.1% (16). But none of the male and female teachers responded on; ordering pupils to leave the class as a form of reward to be applied for pupils' ability to help others. The chi-square value of 40.609 with 6 df and p-value of 0.0001 means that there is a significant difference between male and female teachers in the application of reward as a technique in classroom management because the chi-square p-value of 0.0001 is less than α = 0.05 significance level. Again, the null hypothesis is rejected.

Hypotheses 4: There is no significant difference in the opinion of teachers on the application of group participation by training and untrained teachers during teaching and learning in primary schools in Kano metropolis.

In testing the above hypotheses, a chi-square test on the response frequency from the cross-tabulation between trained and untrained teachers and group participation as a technique in classroom management was applied to see if the technique significantly influences pupils' performance during teaching and learning. Below are the cross-tabulation and chi-square results.

Table 4.9: Application of Group Participation as a Technique in Classroom Management by Teachers

		Teachers Qualification		Total
		Trained	Untrained	
Group participation as a technique for group assignment	specify guiding rules before activity begins	560 40.2%	111 8.0%	671 48.1%
	arrange pupils to seat in group	446 32.0%	72 5.2%	518 37.2%
	make eye contact during group work	14 1.0%	0 0.0%	14 1.0%
	exchange answer sheets among groups for marking	40 2.9%	0 0.0%	40 2.9%
	reward groups for any positive behavior	17 1.2%	8 0.6%	25 1.8%
	select members to represent groups	54 3.9%	17 1.2%	71 5.1%
	teacher to move round and supervise	39 2.8%	0 0.0%	39 2.8%
	use non-verbal signal to direct pupils behavior	16 1.1%	0 0.0%	16 1.1%
Total		1186 85.1%	208 14.9%	1394 100.0%
Chi-Square (x^2) = 31.229 DF = 7 P-value = 0.0001				
Group participation as a technique for team work	specify guiding rules before activity begins	350 25.1%	70 5.0%	420 30.1%
	arrange pupils to seat in group	459 32.9%	81 5.8%	540 38.7%
	make eye contact during group work	132 9.4%	19 1.4%	151 10.8%
	exchange answer sheets among groups for marking	24 1.7%	12 0.9%	36 2.6%
	reward groups for any positive behavior	49 3.5%	16 1.1%	65 4.7%
	select members to represent groups	73 5.2%	0 0.0%	73 5.2%
	teacher to move round and supervise	71 5.1%	26 1.9%	97 6.9%
	use non-verbal signal to direct pupils behavior	15 1.1%	0 0.0%	15 1.1%

Total		1173 84.0%	224 16.0%	1397 100.0%
Chi-Square (x^2) = 38.608 DF = 7 P-value = 0.0001				
Group participation as a technique for group discussion	specify guiding rules before activity begins	50 3.6%	32 2.3%	82 5.9%
	arrange pupils to seat in group	210 15.1%	57 4.1%	267 19.2%
	make eye contact during group work	138 9.9%	24 1.7%	162 11.7%
	exchange answer sheets among groups for marking	52 3.7%	4 0.3%	56 4.0%
	reward groups for any positive behavior	187 13.5%	12 0.9%	199 14.3%
	select members to represent groups	395 28.4%	62 4.5%	457 32.9%
	teacher to move round and supervise	132 9.5%	26 1.9%	158 11.4%
	use non-verbal signal to direct pupils behavior	1 0.1%	7 0.5%	8 0.6%
Total		1165 83.9%	224 16.1%	1389 100.0%
Chi-Square (x^2) = 88.069 DF = 7 P-value = 0.0001				
Group participation as a technique for collaborative learning group	specify guiding rules before activity begins	83 6.0%	38 2.7%	121 8.7%
	arrange pupils to seat in group	56 4.0%	8 0.6%	64 4.6%
	make eye contact during group work	89 6.4%	10 0.7%	99 7.1%
	exchange answer sheets among groups for marking	165 11.9%	26 1.9%	191 13.8%
	reward groups for any positive behavior	547 39.5%	85 6.1%	632 45.6%
	select members to represent groups	128 9.2%	9 0.6%	137 9.9%
	teacher to move round and supervise	79 5.7%	32 2.3%	111 8.0%
	use non-verbal signal to direct pupils behavior	30 2.2%	1 0.1%	31 2.2%
Total		1177 84.9%	209 15.1%	1386 100.0%
Chi-Square (x^2) = 56.601 DF = 7 P-value = 0.0001				
Group participation as a technique for group project work	specify guiding rules before activity begins	84 5.9%	33 2.3%	117 8.3%
	arrange pupils to seat in group	28 2.0%	24 1.7%	52 3.7%
	make eye contact during group work	21 1.5%	2 0.1%	23 1.6%
	exchange answer sheets among groups for marking	692 49.0%	77 5.5%	769 54.5%
	reward groups for any positive behavior	148 10.5%	35 2.5%	183 13.0%
	select members to represent groups	130 9.2%	25 1.8%	155 11.0%
	teacher to move round and supervise	85 6.0%	28 2.0%	113 8.0%
Total		1188 84.1%	224 15.9%	1412 100.0%
Chi-Square (x^2) = 77.899 DF = 6 P-value = 0.0001				
Group participation as a technique for intra class grouping	specify guiding rules before activity begins	140 10.0%	7 0.5%	147 10.5%
	arrange pupils to seat in group	98 7.0%	29 2.1%	127 9.1%

	make eye contact during group work	38 2.7%	0 0.0%	38 2.7%
	exchange answer sheets among groups for marking	58 4.1%	24 1.7%	82 5.8%
	reward groups for any positive behavior	101 7.2%	27 1.9%	128 9.1%
	select members to represent groups	610 43.5%	113 8.1%	723 51.5%
	teacher to move round and supervise	106 7.6%	19 1.4%	125 8.9%
	use non-verbal signal to direct pupils behavior	33 2.4%	0 0.0%	33 2.4%
Total		1184 84.4%	219 15.6%	1403 100.0%
Chi-Square (x^2) = 45.849 DF = 7 P-value = 0.0001				
Group participation as a technique for cooperative learning activities	specify guiding rules before activity begins	86 6.2%	41 2.9%	127 9.1%
	arrange pupils to seat in group	68 4.9%	2 0.1%	70 5.0%
	make eye contact during group work	84 6.0%	10 0.7%	94 6.7%
	exchange answer sheets among groups for marking	59 4.2%	10 0.7%	69 5.0%
	reward groups for any positive behavior	63 4.5%	21 1.5%	84 6.0%
	select members to represent groups	57 4.1%	30 2.2%	87 6.2%
	teacher to move round and supervise	458 32.9%	61 4.4%	519 37.3%
	use non-verbal signal to direct pupils behavior	311 22.3%	32 2.3%	343 24.6%
Total		1186 85.1%	207 14.9%	1393 100.0%
Chi-Square (x^2) = 85.332 DF = 7 P-value = 0.0001				
Group participation as a technique for problem solving group	specify guiding rules before activity begins	47 3.3%	7 0.5%	54 3.8%
	arrange pupils to seat in group	72 5.1%	19 1.4%	91 6.5%
	make eye contact during group work	42 3.0%	15 1.1%	57 4.1%
	exchange answer sheets among groups for marking	118 8.4%	35 2.5%	153 10.9%
	reward groups for any positive behavior	78 5.5%	41 2.9%	119 8.5%
	select members to represent groups	111 7.9%	12 0.9%	123 8.7%
	teacher to move round and supervise	565 40.2%	64 4.6%	629 44.7%
	use non-verbal signal to direct pupils behavior	150 10.7%	30 2.1%	180 12.8%
Total		1183 84.1%	223 15.9%	1406 100.0%
Chi-Square (x^2) = 61.955 DF = 7 P-value = 0.0001				
Group participation as a technique for peer instruction group	specify guiding rules before activity begins	59 4.2%	10 0.7%	69 4.9%
	arrange pupils to seat in group	129 9.2%	10 0.7%	139 10.0%
	make eye contact during group work	196 14.0%	36 2.6%	232 16.6%
	exchange answer sheets among groups for marking	92 6.6%	32 2.3%	124 8.9%

	reward groups for any positive behavior	100 7.2%	0 0.0%	100 7.2%
	select members to represent groups	130 9.3%	24 1.7%	154 11.0%
	teacher to move round and supervise	162 11.6%	42 3.0%	204 14.6%
	use non-verbal signal to direct pupils behavior	316 22.6%	58 4.2%	374 26.8%
Total		1184 84.8%	212 15.2%	1396 100.0%
Chi-Square (x^2) = 40.373 DF = 7 P-value = 0.0001				
Group participation as a technique for cooperative learning activities	specify guiding rules before activity begins	66 4.7%	31 2.2%	97 6.9%
	arrange pupils to seat in group	24 1.7%	13 0.9%	37 2.6%
	make eye contact during group work	208 14.9%	18 1.3%	226 16.1%
	exchange answer sheets among groups for marking	153 10.9%	29 2.1%	182 13.0%
	reward groups for any positive behavior	127 9.1%	23 1.6%	150 10.7%
	select members to represent groups	9 0.6%	16 1.1%	25 1.8%
	teacher to move round and supervise	307 21.9%	57 4.1%	364 26.0%
	use non-verbal signal to direct pupils behavior	290 20.7%	29 2.1%	319 22.8%
Total		1184 84.6%	216 15.4%	1400 100.0%
Chi-Square (x^2) = 96.047 DF = 7 P-value = 0.0001				

From table 4.9 above, cross-tabulation and chi-square results were presented and it can be observed that eight forms of group participation techniques applied to nine types of group participation were responded on by trained and untrained teachers. The cross-tabulation results revealed that out of 1394 respondents that responded on group assignment as a technique for group participation to improve pupils' performance in class, specify guiding rules before activity begins has the highest response of 48.1% (671) while make eye contact during group work has the lowest response of 1% (14). The chi-square value of 31.229 with 7 df and p-value of 0.0001 means that group participation significantly influence pupils' academic performance during teaching and learning because the chi-square p-value of 0.0001 is less than $\alpha = 0.05$ significance

level. Hence, the null hypotheses is rejected. From the same table 4.9, out of 1397 respondents that responded on team work as a group participation, arrange pupils to seat in group has the highest response of 38.7% (542) while the use of nonverbal signal to direct pupils behaviour has the lowest response of 1.1% (15). The chi-square value of 38.608 with 7 df and p-value of 0.0001 means that group participation significantly influence pupils' academic performance during teaching and learning because the chi-square p-value of 0.0001 is less than α = 0.05 significance level. Also, the null hypothesis is rejected. Also, out of 1389 respondents that responded on group discussion as a type of group participation, select members to represent group has the highest response of 32.9% (457) while the use of nonverbal signal to direct pupils behaviour has the lowest response of 0.6% (8). The chi-square value of 88.069 with 7 df and p-value of 0.0001 means that group participation significantly influence pupils' academic performance during teaching and learning because the chi-square p-value of 0.0001 is less than α = 0.05 significance level. Also, the null hypotheses is rejected. Likewise, out of 1386 respondents that responded on collaborative learning group as a type of group participation, reward groups for nay positive behaviour has the highest response of 45.6% (632) while the use of nonverbal signal to direct pupils' behavior has the lowest response of 1.6% (23). The chi-square value of 77.899 with 7 df and p-value of 0.0001 means that group participation significantly influence pupils' academic α = 0.05 significance level. Again, the

null hypothesis is rejected. Performance during teaching and learning because the chi-square p-value of 0.0001 is less than

It can be observed that the cross-tabulation and chi-square results presented in table 4.9 above shows that out of 1412 respondents that responded on group project work as a type of group participation technique that can improve pupils' performance in class, exchange answer sheets among groups for marking has the highest response of 54.5% (769) while make eye contact during group work has the lowest response of 1.6% (23). But none of the respondents responded on the use of nonverbal signal to direct pupils' behavior as a form of classroom management for group participation among pupils. The chi-square value of 77.899 with 6 df and p-value of 0.0001 means that group participation significantly influence pupils' academic performance during teaching and learning because the chi-square p-value of 0.0001 is less than $\alpha = 0.05$ significance level. Hence, the null hypothesis is rejected. From the same table 4.9, out of 1403 respondents that responded on intra class grouping as a type of group participation, select members to represent groups has the highest response of 51.57% (723) while the use of nonverbal signal to direct pupils behaviour has the lowest response of 2.4% (33). The chi-square value of 45.849 with 7 df and p-value of 0.0001 means that group participation significantly influence pupils' academic performance during teaching and learning because the chi-square p-value of 0.0001 is less than $\alpha = 0.05$ significance level. Also, the null hypothesis is

rejected. Also, out of 1393 respondents that responded on cooperative learning activities as a type of group participation, teacher to move round and supervise groups has the highest response of 37.3% (519) while exchanging answer sheets among groups for marking has the lowest response of 2% (69). The chi-square value of 85.332 with 7 df and p-value of 0.0001 means that group participation significantly influence pupils' academic performance during teaching and learning because the chi-square p-value of 0.0001 is less than $\alpha = 0.05$ significance level. Again, the null hypothesis is rejected.

It can be observed that the cross-tabulation and chi-square results presented in table 4.9 above shows that out of 1406 respondents that responded on problem solving group as a type of group participation technique that can improve pupils' performance in class, teacher to move round and supervise groups has the highest response of 44.7% (629) while specify guiding rules before activity begins has the lowest response of 3.8% (54). The chi-square value of 61.955 with 7 df and p-value of 0.0001 means that group participation significantly influence pupils' academic performance during teaching and learning because the chi-square p-value of 0.0001 is less than $\alpha = 0.05$ significance level. Hence, the null hypothesis is rejected. From the same table 4.9, out of 1396 respondents that responded on peer instruction group as a type of group participation, the use of nonverbal signal to direct pupils behaviour has the highest response of 26.8% (374) while specify guiding rules before activity begins

has the lowest response of 4.9% (69). The chi-square value of 40.373 with 7 df and p-value of 0.0001 means that group participation significantly influence pupils' academic performance during teaching and learning because the chi-square p-value of 0.0001 is less than $\alpha = 0.05$ significance level. Also, the null hypotheses is rejected.

Hypotheses 5: There is no significant difference in the opinion of teachers on the application of time management during teaching and learning in primary schools in Kano metropolis.

In testing the above hypotheses, a chi-square test on the response frequency from the cross-tabulation between types of primary school (public and private) and time management as a technique in classroom management was applied to see if the technique is significantly different among public and private primary schools teachers. Below are the cross-tabulation and chi-square results.

Table 4.10: Application of Time Management as a Technique in Classroom Management by School Type

		Type of School		Total
		public school	private school	
The classroom lesson should be properly planned	Yes	1099 77.2%	325 22.8%	1424 100.0%
Total		1099 77.2%	325 22.8%	1424 100.0%
Chi-Square (x^2) = * DF = 1 P-value = *				
Teacher should check if pupils are properly seated before beginning the daily lesson	Yes	1090 76.5%	319 22.4%	1409 98.9%
	No	9 0.6%	6 0.4%	15 1.1%
Total		1099 77.2%	325 22.8%	1424 100.0%
Chi-Square (x^2) = 2.539 DF = 1 P-value = 0.111				
Before the lesson begins teachers should always check whether pupils do their home work or not	Yes	1063 74.6%	319 22.4%	1382 97.1%
	No	36 2.5%	6 0.4%	42 2.9%
Total		1099 77.2%	325 22.8%	1424 100.0%
Chi-Square (x^2) = 1.791 DF = 1 P-value = 0.181				
Teachers should adhere strictly to time limit allocated to each subject	Yes	1060 74.4%	319 22.4%	1379 96.8%

	No	39 2.7%	6 0.4%	45 3.2%
Total		1099 77.2%	325 22.8%	1424 100.0%
Chi-Square (x^2) = 2.376 DF = 1 P-value = 0.123				
Teachers should set out activities that encourages pupils active engagement	Yes	1075 75.5%	319 22.4%	1394 97.9%
	No	24 1.7%	6 0.4%	30 2.1%
Total		1099 77.2%	325 22.8%	1424 100.0%
Chi-Square (x^2) = 0.139 DF = 1 P-value = 0.710				
The "wait-time" or time spent when the teacher asks and pupils answer questions should be extended	Yes	314 22.1%	93 6.5%	407 28.6%
	No	784 55.1%	232 16.3%	1016 71.4%
Total		1098 77.2%	325 22.8%	1423 100.0%
Chi-Square (x^2) = 0.0001 DF = 1 P-value = 0.995				
Always give back-up class work to those pupils who finish their class work earlier than others	Yes	733 51.5%	247 17.4%	980 68.9%
	No	365 25.7%	78 5.5%	443 31.1%
Total		1098 77.2%	325 22.8%	1423 100.0%
Chi-Square (x^2) = 9.991 DF = 1 P-value = 0.002				
Spend much time on difficult task	Yes	647 45.5%	146 10.3%	793 55.7%
	No	451 31.7%	179 12.6%	630 44.3%
Total		1098 77.2%	325 22.8%	1423 100.0%
Chi-Square (x^2) = 19.928 DF = 1 P-value = 0.0001				
The "transition-time" (i.e. when teachers switch or move from one lesson to the other should not be long to avoid behavior problems	Yes	1027 72.2%	301 21.2%	1328 93.4%
	No	70 4.9%	24 1.7%	94 6.6%
Total		1097 77.1%	325 22.9%	1422 100.0%
Chi-Square (x^2) = 0.409 DF = 1 P-value = 0.522				
Teachers should make the next activity of a lesson immediately available (pacing activities)	Yes	1037 72.8%	325 22.8%	1362 95.6%
	No	62 4.4%	0 0.0%	62 4.4%
Total		1099 77.2%	325 22.8%	1424 100.0%
Chi-Square (x^2) = 19.169 DF = 1 P-value = 0.0001				

From table 4.10 above, cross-tabulation and chi-square results were presented and it can be observed that ten items of time management as a technique in classroom management were responded on as yes or no by teachers of public and private primary schools in Kano metropolis. The cross-tabulation results revealed that out of 1424 respondents that responded on; the classroom

lesson should be properly planned, 1090 are public primary school teachers and 325 of them are private primary school teachers. All of the teachers responded yes classroom lesson should be properly planned. The chi-square value for the cross-tabulation was not calculated because the responses from all the respondents are the same. Hence, this means that respondents' opinion on the application of time management is significantly different. Therefore the null hypothesis is not rejected. Also, From the same table 4.8, out of 1424 respondents that responded on; teacher should check if pupils are properly seated before beginning the daily lesson, 77.2% (1099) of the public primary school teachers and 22.8% (325) of the private primary school teachers responded and the result shows that 98.9% (1409) and 1.1% (15) of the teachers responded yes and no respectively from both types of primary schools. The chi-square value of 2.539 with 1 df and p-value of 0.111 means that the application of time management in private and public primary schools is significantly different because the chi-square p-value of 0.111 is greater than $\alpha = 0.05$ significance level. Also, the null hypothesis is not rejected. Also, out of 1424 public (1099) and private (325) primary school teachers that responded on; before the lesson begins teachers should always check whether pupils do their homework or not, respondents that responded yes on this item is 1063 (74.6%) of whom are public primary school teachers and 319 (22.4%) of whom are private primary school teachers while 36 (2.5%) public primary school teachers and 6 (0.4%) private primary school teachers responded no. The chi-square value of 1.791 with 1 df and p-value of

0.181 means that the application of time management in private and public primary schools is significantly different because the chi-square p-value of 0.181 is greater than α = 0.05 significance level. Again, the null hypothesis is not rejected. From the same table 4.8 above, out of 1424 public (1099) and private (325) primary school teachers that responded on; teachers should adhere strictly to time limit allocated to each subject, respondents that responded yes on this item is 1060 (74.9%) of whom are public primary school teachers and 319 (22.4%) of whom are private primary school teachers while 39 (2.7%) public primary school teachers and 6 (0.4%) private primary school teachers responded no. The chi-square value of 2.376 with 1 df and p-value of 0.123 means that the application of time management in private and public primary schools is significantly different because the chi-square p-value of 0.123 is greater than α = 0.05 significance level. Likewise, the null hypothesis is not rejected.

Likewise, from table 4.10 above, out of 1424 public (1099) and private (325) primary school teachers that responded on; teachers should set out activities that encourages pupils active engagement, respondents that responded yes on this item is 1075 (75.5%) of whom are public primary school teachers and 319 (22.4%) of whom are private primary school teachers while 24 (1.7%) public primary school teachers and 6 (0.4%) private primary school teachers responded no. The chi-square value of 0.139 with 1 df and p-value of 0.710 means that the application of time management in private and public primary schools is

significantly different because the chi-square p-value of 0.710 is greater than α = 0.05 significance level. Hence, the null hypothesis is not rejected. Also, from table 4.8 above, out of 1423 public (1098) and private (325) primary school teachers that responded on; the "wait-time" or time spent when the teacher asks and pupils answer questions should be extended, respondents that responded yes on this item is 314 (22.1%) of whom are public primary school teachers and 93 (6.5%) of whom are private primary school teachers while 784 (55.1%) public primary school teachers and 232 (16.3%) private primary school teachers responded no. The chi-square value of 0.0001 with 1 df and p-value of 0.995 means that the application of time management in private and public primary schools is significantly different because the chi-square p-value of 0.995 is greater than α = 0.05 significance level. Likewise, the null hypothesis is not rejected. Again, from the same table 4.10, out of 1423 public (1098) and private (325) primary school teachers that responded on; always give back-up class work to those pupils who finish their class work earlier than others, respondents that responded yes on this item is 733 (51.5%) of whom are public primary school teachers and 247 (17.4%) of whom are private primary school teachers while 365 (25.7%) public primary school teachers and 78 (5.5%) private primary school teachers responded no. The chi-square value of 9.991 with 1 df and p-value of 0.002 means that the application of time management in private and public primary schools is not significantly different because the chi-square p-value of 0.002 is less than α = 0.05 significance level. Therefore, the null hypothesis is rejected.

Table 4.10 above shows that, out of 1423 public (1098) and private (325) primary school teachers that responded on; spend much time on difficult task, respondents that responded yes on this item is 647 (45.5%) of whom are public primary school teachers and 146 (10.3%) of whom are private primary school teachers while 451 (31.7%) public primary school teachers and 179 (12.6%) private primary school teachers responded no. The chi-square value of 19.928 with 1 df and p-value of 0.0001 means that the application of time management in private and public primary schools is not significantly different because the chi-square p-value of 0.0001 is less than $\alpha = 0.05$ significance level. Hence, the null hypothesis is rejected. While out of 1422 public (1097) and private (325) primary school teachers that responded on; the "transition-time" (i.e. when teachers switch or move from one lesson to the other) should not be long to avoid behavior problems, respondents that responded yes on this item is 1027 (72.2%) of whom are public primary school teachers and 301 (21.2%) of whom are private primary school teachers while 70 (4.9%) public primary school teachers and 24 (1.7%) private primary school teachers responded no. The chi-square value of 0.409 with 1 df and p-value of 0.522 means that the application of time management in private and public primary schools is significantly different because the chi-square p-value of 0.522 is greater than $\alpha = 0.05$ significance level. Therefore, the null hypothesis is rejected. Lastly, from the same table 4.8, out of 1424 public (1099) and private (325) primary school teachers that responded on; teachers should make the next activity of a lesson immediately available (pacing

activities), respondents that responded yes on this item is 1037 (72.8%) of whom are public primary school teachers and 325 (22.8%) of whom are private primary school teachers while 62 (4.47%) public primary school teachers and none (0%) of the private primary school teachers responded no. The chi-square value of 19.196 with 1 df and p-value of 0.0001 means that the application of time management in private and public primary schools is significantly different because the chi-square p-value of 0.0001 is less than $\alpha = 0.05$ significance level. Likewise, the null hypothesis is rejected.

4.4 Summary of Major Findings of the Study

The major findings from the data analysis and test of hypotheses for the research work are stated and discussed as follows:

1. There is a significant difference in the opinion of stakeholders in the application of punishment on teaching and learning. The justification for this claim is from the chi-square test results for the thirteen behavioural problems that were tested in table 4.6, the chi-square p-value for each behavioural problems was less than the $a = 0.05$ significance level. Hence, the stated null hypothesis of hypothesis I; there is no significant difference in the opinion of stakeholders in the application of punishment on teaching and learning was not accepted. The stakeholders of both public and private primary schools have different opinion in the application of punishment on teaching and learning. The conclusions drawn from this

findings is that, the highest forms of punishment are flogging or canning, suspension from class, kneeling down, scolding and warning, additional home work and positioning in front of the class. These techniques are quite different from the traditional punishment technique of flogging or canning used in primary schools.

2. There is a significant difference between trained and untrained teachers in the application of motivation technique in managing pupils' behavioural problems in the classroom. The chi-square test result justify the claim because the chi-square p-values for each of the ten items of pupils behavior during learning in table 4.7 was less than $a = 0.05$ significance level. Except for item 5 which is slow in writing, there was no significant difference from the responses of trained and untrained teachers on the application of motivation as a technique in classroom management because the chi-square p-value was greater than $a = 0.05$ significance level. However, since nine out of ten items of pupils' behavior during learning were significant the null hypothesis of hypothesis II; there is no significant difference between trained and untrained teachers in the application of motivation technique in managing pupils' behavioural problems in the classroom was rejected. Hence, forms of motivation that can be applied to pupils' behavior during lesson significantly differs among trained and untrained teachers of public and private primary schools.

The study revealed that the trained teachers, have the highest response of motivation technique of calling pupils by names for inappropriate behavior like pupils lateness to class lesson, untidy class work, homework defaulters, and lack of concentration. While the lowest responses came from the untrained teachers on the use of verbal praise, pay attention to pupil work and bring pupils in front of the class as motivation techniques for inappropriate behavior. Then on pupils disturbances during lesson, visual problems and examination malpractices, the trained teachers responded that pupils should be made to sit in front seat, while the lowest responses came from the untrained teachers who inferred that pupils should be called by names. Then on pupils as slow writers and timidity in class participation, the trained and untrained teachers responded that the class lesson should be interesting.

3. It was observed that from the chi-square test result of table 4.8, the null hypothesis of hypothesis III; there is no significant difference in the application of rewards among male and female teachers to pupils during teaching and learning was rejected because the p-values for each of the twelve pupils behavior that was responded on were less than $a = 0.05$ significance level. Hence, appropriate behaviour ranges from punctuality to class, neatness in appearances/class task, active participation on class, well behaved in class, keeping quite in class and ability to answer question. The result clearly indicates that, female teachers use simple

praise and clapping of hands to reward appropriate behaviour while male teachers use the nodding of heads in addition to the above two techniques. It is concluded that the female and male teachers apply the reward techniques of simple praises, acknowledgement by nodding of heads, clapping of hands for appropriate behaviour and standing near the trouble makers and disgrace for inappropriate behaviour. This responses were given at different percentages.

4. The fourth research hypothesis which is application of group participation does not significantly influence pupils' academic performance during teaching and learning was also tested using the chi-square test as shown in table 4.9, it was observed that all the ten types of group participation as a technique in classroom management that was responded on by the respondents was significant that is the p-values from the chi-square test for each of the ten types of group participation were less than $a = 0.05$ significance level. Therefore, the null hypothesis of hypothesis IV is rejected and it can be concluded that the application of group participation significantly influence pupils' academic performance during teaching and learning. The result indicates that when teachers of public and private primary schools involve their pupils on group participation such as assignment team work, collaboration learning, prefect work intra class grouping, cooperate learning, problem solving and peer list group the techniques applied ranges from guiding rules, arrange pupil to sit in

groups, reward pupils for any positive behaviour, exchange answer sheet, select member to represent group, teachers to move round to supervise pupils and non-verbal signal. This will help to significantly influence pupils academic performance because they are directly involved in the academic activities. Moreso, group participation enables teachers to take care of individual different of pupils.

5. Lastly, it was found that the application of time management in private and public primary schools is significantly different. The justification for this claim is based on the chi-square result on ten items of time management responded on by teachers from public and private primary schools. The responses from the public and private primary school teachers were not different. The responses range from: planning their lessons properly, ensure pupils are properly seated before lesson begins, check pupils homework, adhere strict to time, set activities that encourages pupils participation. These are the techniques used to manage pupils behavior during lessons. The p-values for the chi-square test were greater than $a = 0.05$ significance level. However, the application for time management differs among teachers in public and private schools in items 7 (always give back-up class work to those pupils who finish their class work earlier than others), 8 (spend much time on difficult task) and 10 (teachers should make the next activity of a lesson immediately available [pacing activities]) whose p-values were less than $a = 0.05$ significance

level as shown in table 4.10. Therefore, since the numbers of items that are not significant are more than the items that are significant, generally, it was concluded that time management by teachers in public and private primary schools differs though the result shows that they are not significantly different when teachers of both types of schools have to always give back-up class work to those pupils who finish their class work earlier than others, spend much time on difficult task and teachers should make the next activity of a lesson immediately available (pacing activities).

4.5 Discussion of Major Findings

The outcome of the study on application of classroom management Techniques on teaching and learning in primary schools in Kano metropolis Nigeria shows that various techniques can be applied in managing pupils behavioural problems in the classroom.

The outcome on the application of punishment techniques, the study revealed that, teachers of both public and private primary schools have different opinion in their application of punishment on teaching and learning. Among the thirteen public behaviourial problems listed the highest form of punishment applied in primary school are flogging or canning, suspension from class, kneeling down, scolding and warning, additional homework and positioning in front of the classroom, this idea, also supports Jouber and Squelch (2005) who stated that, apart from expulsion as a technique other lesser sanctions can be

applied, like additional homework, class chores, positioning in front of the classroom, kneeling down and standing at the corner of the class. While Martens and Miller (1990) support the above assertion, they opined that teachers sometimes find punishment to be effective as a classroom behavior management-tool, because punishment tend to rapidly stop problem behaviour. Therefore punishment appears to be a powerful and attractive behaviour management strategy. But Martens and Miller (1990) warned that sometimes might have a negative effect on the pupils who are regularly the object of punishment overtime and advised that teachers should skillfully and carefully apply punishment techniques on pupils behavioural problem only when the need arises.

The study result on the forms of motivation applied to pupils behaviour during lesson, reveals that, the trained and untrained teachers in public and private primary schools are different. This is because from the results, trained teachers call pupils by names and sit them in front of the class for inappropriate behaviour. This response was different from that of untrained teachers. This idea supports the opinion of Squidoo (2011) that for a teacher to effectively manage his classroom, he must be academically qualified, so that he will have an indebt knowledge of management techniques. Therefore, these various forms of motivation techniques responded by the trained teaches helps to enhance learning.

However, Burnner in Martinez (1981) declared that of all the responsibilities given to teachers, the most important is their ability to motivate the learner, and create an inner desire of the students to want to learn. On the other hand Kassin and Lepper (1984) have demonstrated that if children are motivated for engaging in an activity they enjoy they will infer that they will not like to participate in the activity if the reward (motivation) is not present. Therefore, the teachers must monitor the children in applying motivation in the classroom, so that it will not be abused. Barter (1981) observed that pupils intrinsic motivation for learning diminishes as they begin to adopt to the incentive structures. To this, the trained teachers must effectively apply motivation because it is the key to effective students classroom learning.

The study results on the application of different forms of rewards on pupils behavior in class differs among male and female public and private primary schools teachers. The reward used by both male and female ranges from simple praise, clapping of hands, smile, acknowledgement, by nodding of head. These techniques have the highest percentages, which indicates that skillful use of positive reinforcement helps to enhance teaching and learning. This idea supports (Essa, 2004) that rewards should be used often but at appropriate times. He stressed that "Appropriate behavior is maintained when children are told that what they are doing is what is expected. When educators implement a change in behaviour they must remember that something else is being taken away.

However, Wong and Rosemary (2001) affirms that there are few ways a teacher can reward appropriate behaviour of pupils during learning. These reward range from a simple smile, high five, pat on the back, praise and acknowledgement by nodding of the head. These examples of reward as stated by Wong and Rosemary (2001), supports the forms of techniques, male and female teachers apply in primary schools in Kano metropolis, while Canter (1992) agrees with Wong and Rosemary (2001) that pupils should be encouraged with rewards, he believed that rewards are not bribe given in anticipation of a behaviour. In all, he says that children responds well to rewards.

The study result on application of group participation influences pupils performance during teaching and learning. The outcome of the study reveal that the forms of group participation techniques applied by teachers in public and private schools ranges from given guiding rules, arrange pupils to sit in group, reward pupils for positive behaviour, exchange answer sheets, arrange pupils to sit in group, use non-verbal signal. Among these techniques the trained teachers had the highest scores, which signifies that these techniques must be adequately applied by an effective and efficient teacher, which supports Margie (2011), where she opined that for group participation to be successful, the entire class has to be well behaved and must be skillfully monitored by the teacher, he emphasized that, classroom management situation can deteriorate quickly if steps are not taken in advance to ascertain that students know what is expected from them behaviorally. Therefore, the class teacher must involve lots of

techniques of managing the classroom. Osman (2010) also supports the various techniques listed for group participation, and the various group patterns that are commonly used. He also suggested the points teachers need to keep in mind when planning group participation techniques. These points were also recommended by the trained teachers during the study.

Finally, the study results from the application of time management in private and public schools are not different. The responses ranges from, planning the lesson properly, ensure pupils are properly sitted in the class before lesson begins etc, the study reveals that teachers should always give back-up class work to those pupils who finish their class work earlier than others, spend much time on difficult task and should make the next activity immediately which is the pacing activity. All these signifies that when time are well managed, teaching and learning will be enhanced. No wonder Murphy (1982), opined that it is only when classroom activities are well managed, that more time could be devoted to teaching and learning. However, Kathleen, Fredric and James (1993) from their study noted that, teachers who are effective classroom managers, use their time well, which shows that, there is a link between time spent in relevant academic task and high academic achievement. Therefore as indicated in the study, the proper use of classroom time, is more useful for students to exhibit appropriate classroom behavior.

David (1991), opined that in order to manage the classroom and use the time for teaching effectively, teachers are expected to do the things that must be

done and outline what are to be done by the students, which means, the time allocated during classroom instruction must be used properly. As indicated in the study, the pacing time (activity) for a teacher must not be too long, this supports of Rinne(1997) where he opined that during wait time, and closure of a lesson, the teacher must begin immediately instead of wasting time, so that confusion and disciplinary problems will not arise among pupils in the classroom.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The study investigated the application of classroom management techniques on teaching and learning in primary schools in Kano metropolis, Nigeria. Its main focus was to examine the extent of application of techniques of classroom management in the achievement of the objectives of teaching and learning in primary schools in Kano metropolis.

In the light of the above exposition, the study was discussed under the following sub- titles.

- The applicable punishment to pupils behavioural problems in primary schools during teaching and learning.
- Application of motivation on teaching and learning in primary schools.
- The use of rewards on pupil's appropriate and inappropriate behaviour during teaching and learning.
- The application of group participation to enhance classroom learning effectively.
- The application of time management during classroom instruction.

The research subjects consisted of teachers in primary schools in Kano metropolis. Where one thousand and one hundred(1100) teachers and head teachers from public schools while three hundred and twenty five (325) teachers and heads from private schools participated in the study. In all one thousand

four hundred and twenty five (1425) subjects participated in the study. The instrument for data collection was structured questionnaire. The questionnaire was used to examine the awareness and commitment of classroom teachers in their application of classroom management techniques. This instrument was used to collect relevant data from the subjects involved in the study, and the responses were analyzed using relevant statistical analysis.

5.2 Conclusions

The following conclusions were drawn;

1. Teachers in public and private primary schools in Kano metropolis are trained and qualified teachers with N.C.E Certificates. This proves why the use of various forms of classroom management techniques like the use of different types of punishment ranging from flogging or canning, suspension from classroom, scolding and warning, positioning in front of the class during lesson. These punishment are used to manage pupils behaviourial problems during teaching and learning.
2. Managing the classroom during teaching and learning, also depends on the use of motivation technique like; call pupils by names during classroom lessons and make pupils sit in front seat of the class, for inappropriate behaviour. All appropriate behaviour were rightly motivated by the use of verbal praises, and in the case of visual problems, untidy class work, pupils timidity during classroom participation, slow in writing, and lack of concentration during lesson. The teachers use the

techniques of bring them to the teachers' table, pay attention to pupils' work, and provide learning task, to manage the behavior during classroom learning. However, the responses of the trained and untrained teachers differs.

3. Moreso, teachers apply the reward technique like simple praises, clapping of hands, and acknowledgement by nodding of heads for appropriate behaviour. While the use of disgrace, scolding and warning and standing near the trouble maker were used to reward inappropriate behaviour. Nevertheless, the way male and female teachers apply reward techniques differs.
4. Group participation has great influence on pupils academic performance, and teachers apply forms of group participation like; class assignment, team work, collaboration learning, problem solving and peer list group. The techniques used in managing pupils behaviour ranges from; establish guiding rules, arrange pupils to sit in groups, reward pupils for any positive behaviour, exchange answer sheets, and teachers move round to supervise pupils.
5. Application of time management technique is a very good technique in managing pupils behaviour during lesson, because when teachers adequately manage the allocated time, pupils will participate actively in class activity, moreso, pupil's inappropriate behaviour like noise making, restlessness, fighting etc, will be properly managed.

5.3 Recommendations

Having investigated the application of classroom management techniques on teaching and learning in primary schools in Kano metropolis, the following recommendations for improvement were made:

1. Teachers in both public and private primary schools should apply, flogging and canning, suspension from classroom, kneeling down, scolding and warning, additional homework and positioning in front of the classroom as forms of punishment techniques. However the age and maturity levels of the pupils should be considered in applying punishment techniques on pupils, so that pupils behaviour problems can be effectively managed
2. On the forms of motivation technique applied by teachers, the application should be skillfully done. This calls for the need for professionalism in the teaching profession. Since motivating techniques can be best applied by trained teachers because of their indebt knowledge and ability to motivate learners, and create an inner desire for the students to learn. To this, there is need for teachers to be trained and retrained as this will helps to update the teachers in their application of classroom management technique.
3. The need for teachers to use reward techniques as, simple praise, clapping of hands, simple acknowledgement by nodding of head, for pupils appropriate behaviour. Standing near the trouble maker and disgrace for in-appropriate behaviour. When these techniques are skillfully applied,

pupils learning ability will be enhanced, but teachers should carefully apply it, so that it's motive will not be defeated.

4. Teachers should encourage pupils involvement in group participation, taking cognizance of their individual differences. This will help the teachers to carry the pupils along. Thus, to enhance teachers participation, government should organize workshops, seminars and conferences for primary school teachers from time to time on types of group participation technique applicable to primary school pupils.

5. On time management, stakeholders should provide wall clock in all the classrooms in primary schools, as this will help the teachers to teach within time frame. The time will help to regulate classroom activities, so that, the gap between the 'pace-time' (activity time) and the 'wait – time' will not be wide because engaging pupils in classroom activities Will help reduce behavioural problems.

   Proper allocation of time during lesson, will help improve teaching and learning in the classroom. And finally, awareness should be created by school heads on the need for application of classroom management techniques in enhancing teaching and learning. This can be done through posters, handbills, school bulletins etc.

5.5 Suggestion For Further Studies

- The need for further research of this topic, into the secondary schools in Kano State as a whole. The justification for this is because, Further investigation carried out into this topic would help to produce results or information that might be useful for generalization in primary schools in Kano State and Nigeria as a whole.
- Further research can also be carried out on the effect of discipline as a classroom management technique, among secondary school students in Kano state. The reason for this topic is because of the increase of in disciplinary behaviour among secondary school students in Nigeria

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APPENDIX I

CLASSROOM MANAGEMENT TECHNIQUES QUESTIONNAIRE (CMTR)

QUESTIONNAIRE ON THE APPLICATION OF CLASSROOM MANAGEMENT TECHNIQUES ON TEACHING AND LEARNING IN PRIMARY SCHOOLS IN KANO METROPOLIS, NIGERIA.

Dear Respondents,

This questionnaire is aimed at eliciting information from the respondents who are stakeholders of primary schools in Kano metropolis, Nigeria with respect to the above topic.

Your response on the application of classroom management techniques on teaching and learning in primary schools, will contribute not only to the overall success of the work, but to the effective application of these technique in primary schools in Nigeria. Be assured that your responses will be kept strictly confidential.

Thank in anticipation for your co-operation.

Yours faithfully,

Jane Ngozi Ekwueme

APPENDIX II

QUESTIONNAIRE ON APPLICATION OF CLASSROOM MANAGEMENT TECHNIQUES ON TEACHING AND LEARNING IN PRIMARY SCHOOLS IN KANO METROPOLIS, NIGERIA

TEACHERS PERSPECTIVE QUESTIONNAIRE (TPQ)

This is a research for postgraduate study on application of classroom management techniques on teaching and learning in primary schools in Kano state. You have been chosen as one of the subjects for this study. Could you please, complete the questions below as honestly as you can, so as to ensure the validity of the findings.

There are two sections. Section A deals with personal data. Section B requires you to indicate your choice with a tick in the appropriate column. All information will be treated confidentially and for academic purposes only.

Section A

Type of school: Private ☐ Public ☐

Gender: Male ☐ Female ☐

Age of the teachers:

a. 20 – 25 years ☐
b. 26 – 30 years ☐
c. 31 – 35 years ☐
d. 36 – 40 years ☐
e. 41 – 45 years ☐
f. 46 and above ☐

Qualifications:

(a) T.C II ☐ (b) N.C.E ☐ (c) Diploma ☐
(d) B.A ☐ (e) B.A (Ed) ☐ (f) B.Ed. ☐
(g) (others) please specify ☐

Years of teaching experience?

a. 1 – 5 years ☐
b. 5 – 10 years ☐
c. 15 – 20 years ☐
d. 25 and above ☐

SECTION B: Application of punishment as a technique in classroom management

Tick [✓] from the appropriate box, that corresponds with your view in applying punishment as a technique in management of classroom.

FORM OF PUNISHMENT APPLICATION										
S/N	**Behavioural Problems**	**Flogging or canning**	**Detention after School or during break**	**Kneeling Down**	**Scolding & Warning**	**Suspension From class**	**Fine**	**Additional Home Work**	**Positioning In front of The class**	**Standing or lying under the sun**
1.	Fighting									
2.	Stealing									
3.	Bullying									
4.	Disobedience									
5.	Noisemaking									
6.	Disturbance or restlessness									
7	Stubbornness									
8.	Examination Malpractice									
9.	Truancy									
10	Vandalism									
11.	Defecating									
12.	Dirtiness									
13.	Lateness to class									

State any other type of behavioural problems and applicable punishment not listed.....
.....
.....
.....

SECTION C: Application of Motivation as a technique in classroom management

Tick [✓] from the appropriate box, that responds with your view in applying motivation technique in classroom management.

FORMS OF MOTIVATION APPLIED									
S/N	**Items pupils behaviour during learning**	**Call the Pupils by Name during Lesson**	**Make the beginning of a lesson Interesting**	**Bring pupils to sit in front seat**	**Verbal praise**	**Brings pupils to teachers table**	**Provide learning Task**	**Create structure that will help people to be self regulating**	**Pay attention on pupils work/task**
1.	Home work defaulters								
2.	Disturbance during lesson								
3.	Lack of Concentration								
4.	Visual problems								
5.	Slow in Writing								
6.	Examination Mal-practice								
7.	Lateness to class								
8.	Timidity in classroom participation								
9.	Untidy Class work								
10	Participates actively in classroom								

Any other forms of motivation, that could be applicable to enhance learning.....

……
……
.....
.....

SECTION D: application of reward as a technique in classroom management

Tick [✓] from the appropriate box, that corresponds with your view in applying reward as a technique in management of classroom.

S/N	Pupils behaviour	FORMS OF REWARD APPLIED							
		Simple praise	**Clapping of hands**	**Smile**	**Acknowledge by nodding head**	**Standing near the trouble maker**	**Reproofing**	**Disgrace**	**Ordering pupils to leave the class**
1	Punctuality								
2	Neatness in appearance/class task								
3	Active participation in class								
4	Well behaved during lesson								
5	Keeping quite in class								
6	Ability to answer questions in class								
7	Ability to ask question								
8	Ability to lead others								
9	Restlessness during lesson								
10	Malpractice during lesson								
11	Disobedience								
12	Ability to help others								

Any other forms of reward, that could be applicable to enhance learning.....

……
……

SECTION E: Application of group participation as a technique in classroom management

Tick [✓] from the appropriate box, that corresponds with your view in applying group participation as a technique in management of classroom.

S/N	Types of group Participation	FORMS OF CLASSROOM MANAGEMENT APPLIED							
		Specify guiding rules before activity begins	**Arrange pupils to seat in group**	**Make eye contact during group work**	**Exchange answer sheets among groups for marking**	**Reward groups for nay positive behaviour**	**Select members to represent groups**	**Teacher to move round and supervise**	**Use non-verbal signal to direct pupils behaviour**
1	Group assignment								
2	Team work								
3	Group discussion								
4	Collaborative learning group								
5	Group project work								
6	Intra class grouping								
7	Cooperative learning activities								
8	Problem solving group								
9	Peer instruction group								
10	Cooperative learning activities								

Any other forms of group participation, that could be applicable to enhance learning.....

……
……
.....
.....

SECTION F: Application of time management as a technique in classroom management

Tick [✓] from the appropriate box, that corresponds with your view in applying time management as a technique in management of classroom.

S/N	Items	YES	NO
1.	The classroom lesson should be properly planned		
2.	Teacher should check if pupils are properly seated before beginning the daily lesson		
3.	Before the lesson begins teachers should always check whether pupils do their homework or not		
4.	Teachers should adhere strictly to time limit allocated to each subject		
5.	Teachers should set out activities that encourages pupils active engagement		
6.	The 'wait – time" or time spent when the teacher asks and pupils answer questions should be extended		
7.	Always give back – up class work to those pupils who finish their class work earlier than others		
8.	Spend much time on difficult task		
9.	The "transition – time" (i.e. when teachers switch or move from one lesson to the other should not be long to avoid behavior problems		
10.	Teachers should make the next activity of a lesson immediately available (pacing activities)		