

**APPLICATION OF CLASSROOM MANAGEMENT TECHNIQUES IN
SECONDARY SCHOOLS IN MAIDUGURI AND JERE EDUCATION ZONES,
BORNO STATE, NIGERIA**

BY

**SALMAMZA Ruth Ellan
P14EDFC8024**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA**

DECEMBER, 2019

**APPLICATION OF CLASSROOM MANAGEMENT TECHNIQUES IN
SECONDARY SCHOOLS IN MAIDUGURI AND JERE EDUCATION ZONES,
BORNO STATE, NIGERIA**

BY

**SALMAMZA Ruth Ellan
P14EDFC8024**

**SUPERVISORS
PROF. B.A. MAINA
DR. E.I. MAKOJU**

**A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,
AHMADU BELLO UNIVERSITY, ZARIA,
IN PARTIAL FULFILLMENT OF THE REQUIRMENTS FOR THE AWARD OF
MASTER OF EDUCATION DEGREE (EDUCATIONAL ADMINISTRATION AND
PLANNING)**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA**

DECEMBER, 2019

DECLARATION

I hereby declare that the work in the Dissertation entitled “Application of Classroom Management Techniques in Secondary Schools in Maiduguri and Jere Education Zones, Borno State, Nigeria” has been carried out by me in the Department of Educational Foundations and Curriculum. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma in this or any other Institution.

SALMAMZA Ruth Ellan

Date

CERTIFICATION

This Dissertation entitled “APPLICATION OF CLASSROOM MANAGEMENT TECHNIQUES IN SECONDARY SCHOOLS IN MAIDUGURI AND JERE EDUCATION ZONES, BORNO STATE, NIGERIA” by SALMAMZA RUTH ELLAN meets the regulations governing the award of Master of Education Degree (Educational Administration and Planning) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

Prof. B.A. Maina
Chairman, Supervisory Committee

Date

DR. M.I. Harbau
Member, Supervisory Committee

Date

DR. M.I. Harbau
Head of Department,
Educational Foundations and Curriculum

Date

Prof. S. A. Abdullahi
Dean, School of Postgraduate Studies

Date

DEDICATION

This work is dedicated to my parents Mr & Mrs Salmamza Mshelia, in-laws Dr & Mrs Yawulda Mbaya, my beloved husband, Dr. Pindar Yawulda Mbaya, my son, Dunahyel Joshua Pindar Mbaya and to all educational administrators.

ACKNOWLEDGEMENTS

I wish to express my gratitude to Almighty God, who has seen me through all my academic endeavours, for giving me courage to overcome all challenges encounter during this study. May glory be to him alone, (Amen).

My profound gratitude goes to my able supervisor Prof. B.A. Maina, for his guidance and support throughout the course of this research work. May God richly bless you. And also my appreciation goes to late Dr E.I. Makoju, for his contribution to my academics, and constant encouragement to work hard, thank you sir. I will like to appreciation my head of department, Educational, Foundations and Curriculum, Ahmadu Bello University Zaria, Dr. M.I. Harbau for his support towards my academics.

My deep appreciation goes to my husband, Dr Pindar Mbaya for the encouragement, financial contribution, patience and prayers. God bless you and keep you, my parent, in-laws, my son Dunahyel, and my siblings. I really appreciate and love you all for patience and tolerance during the course of my studies.

I appreciate all the lectures in the faculty of education, who taught me during the course of my studies, especially my lectures in the Department of Educational Administration and Planning, thank you all.

ABSTRACT

This study is on Application of classroom management techniques in secondary schools in Maiduguri and Jere Education Zones, Borno State, Nigeria. The study examined the application of group participation as classroom management technique in secondary schools in Maiduguri and Jere Education Zones, evaluated the application of rewards as classroom management technique in secondary schools in Maiduguri and Jere Education Zones, assessed the application of punishment as classroom management technique on teaching in secondary schools in Maiduguri and Jere Education Zones, among others. Five corresponding research questions were raised which include how do teachers apply group participation technique on teaching in secondary schools in Maiduguri and Jere Education Zones; How do teacher apply reward as a classroom management technique on teaching in secondary schools in Maiduguri and Jere Education Zones among others and five null hypotheses were tested for this study in line with the objectives. Relevant literatures were reviewed in order to establish base for the study. Survey research design was used in the study. The population of the study was 1063 teachers. A sample size of 319 teachers was used in the study. A structured questionnaire was used for data collection in the study. The validated instrument was pilot tested and a reliability coefficient of 0.79 was obtained which indicated high level of reliability for the instrument. The information from the questionnaire was collected and analysed using frequency counts and simple percentage, while chi-square (χ^2) was used to test the hypotheses at 0.05 level of significance. Findings among others revealed that there was difference in the opinions of teachers on the application of group participation during teaching based on the technique used by teachers such as dividing students into various groups and given them task to carry out certain activities. There was difference in the opinions of teachers on the application of different types of management techniques in the class. Recommendations were made which include that teachers should encourage students' involvement in group participation having in mind their individual differences. This will help the teacher carry his students along and ensure effective learning in both small and large class. Teachers in secondary schools should apply forms of punishment like kneeling in front of the classroom, scolding and warning of students. However, when applying punishment technique, teacher should consider the student's health. The study concluded that managing a class properly depends on the effective used of various management techniques. Finally, suggestions were made for further research on the application of classroom management techniques in primary schools.

TABLE OF CONTENTS

Cover Page	i
Title Page	ii
Declaration	iii
Certification	iv
Dedication	v
Acknowledgements	vi
Abstract	vii
Table of Contents	viii
List of Tables	xi
List of Appendices	xii
Operational Definition of Terms	xiii
CHAPTER ONE: INTRODUCTION	
1.1 Background to the Study	1
1.2 Statement of the Problem	5
1.3 Objectives of the Study	6
1.4 Research Questions	7
1.5 Research Hypotheses	8
1.6 Basic Assumptions	8
1.7 Significance of the Study	9
1.8 Scope of the Study	10
CHAPTER TWO: REVIEW OF RELATED LITERATURE	
2.1 Introduction	11
2.2 Conceptual Framework	11
2.2.1 Class Size	11
2.3 Effects of class size on Management Techniques in Secondary Schools	16
2.4 Management techniques	18

2.5	Significant of Classroom Management	21
2.6	Management Approaches by Teachers	24
2.7	Role of Teachers in Classroom Management	26
2.8	Group Participation as a Classroom Management Technique	28
2.9	Rewards as a Classroom Management Technique	32
2.10	Punishment as a Classroom Management Technique	34
2.11	Students' Motivation as a Classroom Management Technique	38
2.12	Time Management as a Classroom Management Technique	46
2.13	Secondary Schools in Nigeria	49
2.14	Empirical Studies	51
2.10	Summary	54

CHAPTER THREE: RESEARCH METHODOLOGY

3.1	Introduction	56
3.2	Research Design	56
3.3	Population of the Study	57
3.4	Sample and Sampling Technique	61
3.5	Instrumentation	62
3.5.1	Validity of the Instrument	62
3.5.2	Pilot Study	63
3.5.3	Reliability of the Instrument	63
3.6	Procedure for Data Collection	63
3.7	Procedure for Data Analysis	64

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

4.1	Introduction	65
4.2	Analysis of Demographic Information	65
4.3	Answering of Research Questions	68

4.4	Hypotheses Testing	75
4.5	Summary of Major Findings	79
4.6	Discussions of Findings	80
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS		
5.1	Summary	83
5.2	Conclusion	84
5.3	Recommendations	85
5.4	Suggestions for Further Studies	86
	REFERENCES	87
	APPENDICES	91

LIST OF TABLES

Table		Page
1:	Population of public secondary schools in Maiduguri metropolis	58
2:	Sample Distribution	62
3:	Gender of Respondents	65
4:	Age of Respondents	66
5:	Respondents Qualification	66
6:	Respondents years of teaching experience	67
7:	Application of group participation technique in teaching in secondary schools in Maiduguri and Jere Education Zone	68
8:	Application of rewards in teaching in secondary schools in Maiduguri and Jere Education Zone	70
9:	Application of punishment technique in teaching in secondary schools in Maiduguri and Jere Education Zone	72
10:	Application of motivation technique on students in teaching in secondary schools in Maiduguri and Jere Education Zone	73
11:	Application of time management used by teachers in teaching in secondary schools in Maiduguri and Jere Education Zone	74
12:	Summary of Chi-square test on application of group participation during teaching	75
13:	Summary of Chi-square test on application of rewards during teaching	76
14:	Summary of Chi-square test on application of punishment technique during teaching	77
15:	Summary of Chi-square test on application of motivation in teaching	77
16:	Summary of Chi-square test on application of time management in teaching and learning	78

LIST OF APPENDICES

Appendix I	Letter of Introduction	90
Appendix II	Teachers' Perspective Questionnaire (TPQ)	91

OPERATIONAL DEFINITION OF TERMS

The following are the conceptual definitions of the key words used in this research.

Class size: Refers to the number of student per teacher in a class and it is also a tool for measuring the performance of the students in the educational system.

Management techniques: This is the various methods employed by the teacher to organize, control, coordinate and supervise the teaching and learning in schools.

Teaching: Is the act of impacting knowledge or skills to learners or students.

Time Management: Refers to the ability of classroom managers or teachers to effectively use the allocated time to each subject for instruction.

Group Participation: Refers to the ability of the students in groups to learn from one another to enhance effective communication during teaching and learning.

Punishment: Is an action taken against a student's as a consequence for their disruptive behaviour in the classroom.

Rewards: Refers to means teachers use to encourage their students when they behave well in the classroom. It is given immediately, the action is performed.

Motivation: Refers to various means teachers employ to stimulate the interest of students to learn or carryout a responsibility. It takes a long term quality involvement in teaching and commitment to the process of learning from the student by the teacher.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Classroom management is the strategy of coordinating classroom activities to facilitate learning. Classroom is a term used to describe the process of ensuring that classroom lessons run smoothly despite student's disruptive behaviours. And also classroom management means the prevention of such behaviours from occurring during teaching and when performing other activity in the classroom. These may also be the most difficult aspect of teaching for many teachers, having to deal with managing the student's behaviour in different class-size and ensuring effective teaching take place. The term classroom for the purpose of this study is an environment where the teachers meet with the students and teach the student students on subject matters in order that learning may take place. The technique used by teachers in the classroom will have great influences on how effective the students will learn. However, some teachers believe teaching comes naturally; therefore using classroom management techniques is irrelevant to them. But the situations that occur within the classroom will require the use of management technique to maintain discipline and order in the classroom for effective teaching to take place. Classroom management has the teacher's ability to cooperatively manage time, space and students' behaviour to provide a climate that encourages learning (Alberto & Troutman, 1986).

Techniques for teaching in secondary schools has high effects on students' achievement and teachers' actions on balancing unacceptable behaviours of students' and teachers' actions on recognizing and rewarding acceptable behaviours of his students. Most teachers have a way of arranging the classroom, in terms of sitting arrangement, dividing the students into groups of 4 to 5 and indulge them in the class by giving them different tasks to carry out, it is one of the effective management technique used by the teachers

during teaching and learning in the classroom. Also, Eghule (2005) outlined some effective management techniques used by teachers as, organizing the student, co-coordinating students' activities, monitoring their behaviours, ensuring effective learning process, providing instruction through interactive communication, getting feedback from learners, preparing and utilizing instructional materials in facilitating learning, maintaining discipline among learners, evaluating learning outcomes, relating on one on one basis with learners, being mindful of their basic needs, providing basic information to learners, providing an exemplary behaviours to learners to imitate, and generating interest among learners as well as reinforcing their performance through motivational techniques.

School teachers are faced with challenges in managing class size and implementing classroom management techniques. Some of the problems faced by the teachers in the classroom include students behaviours such as, shouting in the class, refusing to participate in group work or assignment, skipping classes, fighting in the class, undermining the teachers instructions, engaging in powerful struggles and unnecessary discussions, comment that will distract teachers' focus on teaching and students' attention away from learning, copying other peoples work in examination or homework, stealing, lying against other student to avoid punishment and so forth. All these behaviours are management problems commonly found in classrooms, and needs adequate classroom management technique to tackle them. However, it is believe when using punishment technique on students to make them suffer for wrong doing, they will probably not repeat the same behaviour again. Teachers face daily struggle with disciplinary issues in their classroom and some are confused about the appropriate technique to use only few have been able to identify and use effective management strategies in managing student's behaviours in the classroom.

Despite the effort of Federal Government to provide quality education in Nigeria, secondary schools continue to face challenges that could compromise the quality of

education provided. Inadequate educational funding has been one of major problems faced in Nigerian school system which lead to shortage of class teachers and class-size among others are areas that need attention in secondary schools. In Nigerian secondary schools, a classroom with the capacity of 40 – 50 students, due to overpopulation has 60 and above students in a class, teachers have to manage the class and at the same time ensure effective teaching and learning takes place. It is certain that teachers, find it difficult to contend with large class size and effective learning process. Although Nigerian government has set standard teacher - student ratio in secondary schools to be 1:40 (NPE, 2004) it has not yet been implemented. Limited or short supply of instructional materials and infrastructural facilities is one of the problems faced in secondary schools, allocation and supply of instructional materials and infrastructures such as chairs, books, desks, uniforms, pen etcetera is not enough to go round all the students. Another contributing factor affecting teaching and learning is the employment of unqualified teachers. Some of the teachers are not trained teachers, they don't have management techniques to control and organize the class in order to have good interaction with the students. The qualified teachers believe that punishment is the best technique to use in managing the classroom.

The term management according to Bucher (1979), is the guiding human and physical resources into a dynamic, hard hitting organization units that attains its objective in the satisfaction of those served and with a high degree of morals and sense of attainment on the part of those served. Fayol (1961), defined management as the process of achieving the organization's objectives through activities of planning, organizing, commanding and controlling that is, management supervises the activities of others in the organization. For instance in a school setting, the principals and other staff in authority supervise and control the activities of the school in order to achieve aims and objective of teaching and learning. Management for the benefit of this study can be described as controlling, directing,

planning, evaluating for the purpose of teaching and learning in the school system. That is the management of the classroom, discipline, instructing, qualitative and quantitative learning in the classroom is the responsibility of teachers. Porteus (2001), defines classroom management as a democratic process in which rules are made with special emphasis on the importance of student's participation and involvement in the thinking and decision making process within the classroom.. Classroom management is the entire activity that is carried out in the class and it involves the teacher and the students. However, it is important to consider the management techniques used by the teacher because it depends on his success, the students' success or achievements as well as the standard of education achieved.

Florence (2014) is of the opinion that, teachers should first learn how to maintain discipline before honing on the students' academic goals and needs, she also suggested the importance of classroom management as follows; It engages students: students who are engage in lesson will register it better and be able to apply the knowledge; It keeps students prepared: when students are prepared to learn, lessons will be easier to be administered and will be effective. It boosts confidence: in an organized classroom teachers are able to give more attention to students and structured lesson plans. It is also important for teachers to have various techniques that will help him maintain good learning environment. However, Onwuegbu (1989) outline 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 classroom.

“Discipline”: There is need for teachers to know what discipline is, the various types of discipline and how to maintain it. “Reinforcement”: Also known as “Rewards”, the teacher need to know the meaning, how they are used and their implementation in education.

“Punishment”: the meaning, types, and knowing when and how to apply it for effective discipline. Teaching and learning cannot be effective and successful without effective management techniques which can be used by teachers’, in these view Jones and Jones (2012), suggested five strategies for effective management. They are as follows: Determining a solid understanding of the student personal, psychological and learning aspirations; Establishing positive student – teacher and peer relationship that aids student’s psychological needs; Using instructional methods that facilitate optimal learning by responding to student learning needs; Using organizational and group management methods to maximize students on task behaviours; Using counselling and behavioural methods that involves students in examining and correcting their inappropriate behaviours. With the above suggestion made on the use of effective management techniques for teaching and learning, it will be easier for a teacher to interact with his/her students in a large class size, even though it still affects the learning process.

1.1 Statement of the Problem

Teachers are not the only instructors in the classroom, but they are also significant figures to all students. The teacher has the responsibility of providing opportunities and instruments for checking students’ progress and knowledge gained attitude changes and acquisition of relevant skills. Teachers are faced with the challenge of management of large class size in secondary schools, and diverse behaviours is been exhibited in classes such as shouting in the class, refusing to participate in group work or assignment, skipping classes, fighting in the class, undermine the teachers instructions, engaging in powerful struggles and unnecessary discussions, comment that will take away teachers focus on teaching and students attention away from learning, copying other peoples work in examination or homework , stealing, lairing against other student to avoid punishment. All these behaviours are needs adequate classroom management techniques which the teacher will use during

teaching and learning. Also, Robert (1998) outlined some problems associated with large class size, they are as follows: Student becomes faces instead of people; It is hard to give individuals advice and guidance to students; Organizational problems are compounded, making it difficult to schedule tutorials, fieldwork and so forth; Monitoring attendance can be difficult, thus encouraging students to cut classes and the quality of feedback will be less in large class size. This type of problem can simply be improve by developing and dedicating more time to teacher – student’s relationship in classrooms despite the number of student’s in the class by involving the student in discussion during learning process. Although in secondary schools in Maiduguri and Jere Education zones, these techniques are missing and making it difficult for teachers to control the student, there is therefore need for effective management to be employed and implemented.

Some of the teachers employed into the school system are unqualified and such teachers have no idea on effective classroom management techniques. Therefore, finds it difficult to manage large classes. Management techniques have characteristics such as recognizing and motivating students, punishment for their bad behaviours, among others. In view of these, the study intends to evaluate poor learning due to poor application of classroom management techniques in secondary schools in Maiduguri and Jere Educational Zones, Borno state.

1.2 Objectives of the Study

The main objective of the study is to evaluate the perceptions of teachers on application of classroom management techniques for teaching in secondary schools in Maiduguri and Jere Education Zones. The specific objectives are to:-

1. Examine the extent of the application of group participation as classroom management technique in secondary schools in Maiduguri and Jere Education Zones, Borno state.

2. Identify the extent of the application of rewards as classroom management technique in secondary schools in Maiduguri and Jere Education Zones, Borno state.
3. Assess the extent of the application of punishment as classroom management technique in secondary schools in Maiduguri and Jere Education Zones, Borno state.
4. Ascertain the extent of the application of students' motivation as classroom management technique in secondary schools in Maiduguri and Jere Education Zones, Borno state.
5. Ascertain the extent of the application of time management as classroom management technique in secondary schools in Maiduguri and Jere Education Zones, Borno state.

1.3 Research Questions

The study was guided by the following research questions:

1. To what extent do teachers apply group participation as a classroom management technique in secondary schools in Maiduguri and Jere Education Zones, Borno State?
2. To what extent do teachers apply reward as a classroom management technique in secondary schools in Maiduguri and Jere Education Zones, Borno state?
3. How do teachers apply punishment as a management technique in secondary schools in Maiduguri and Jere Education Zones, Borno state?
4. How do trained teachers apply the motivation technique on students in secondary schools in Maiduguri and Jere Education Zones, Borno state?
5. How do teachers apply time management technique in secondary schools in Maiduguri and Jere Education Zones, Borno state?

1.4 Hypotheses

The following hypotheses were formulated and tested in the study:

1. There is no significant difference in the opinions of public and private teachers on the extent of the application of group participation as classroom management technique in secondary schools in Maiduguri and Jere Education Zones, Borno state.
2. There is no significant difference in the opinions of public and private teachers on the extent of the application of rewards as classroom management technique in secondary schools in Maiduguri and Jere Education Zones, Borno state.
3. There is no significant difference in the opinions of public and private teachers on the extent of the application of punishment as classroom management technique in secondary schools in Maiduguri and Jere Education Zones, Borno state.
4. There is no significant difference in the opinions of public and private teachers on the extent of the application of students' motivation as classroom management technique in secondary schools in Maiduguri and Jere Education Zones, Borno state.
5. There is no significant difference on the opinions of public and private teachers on the extent of the application of time management as classroom management technique in secondary schools in Maiduguri and Jere Education Zone, Borno state.

1.5 Basic Assumptions

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

1. That, the extent of application of group participation as classroom management technique affects students' academic achievements in secondary schools by interfering in the teacher – students relationships in teaching.
2. That, the extent of various forms of reward used by teacher has positive influence on teaching and learning.

3. That, the extent of effective use of classroom management techniques by the teacher will promote positive behaviours in student on teaching.
4. That, the extent of students' motivation has great influence on teaching and learning in secondary schools.
5. That, all the teachers in secondary schools are familiar with classroom management techniques.

1.6 Significance of the Study

This study is significant because it is an attempt to evaluate the management techniques used by teachers in secondary schools in Nigeria. The outcome of this research will be of benefits to all teachers in secondary schools throughout the whole country. This is because teachers in secondary schools will acquire more knowledge on how to manage class-size and they know the type of management techniques to use during teaching in classrooms. The study would also help teachers to deal with the various students' behaviour in the classroom by giving the teachers best management technique to maintain discipline and order in the class, and it will to some extent create a conducive atmosphere for learning and good interaction between students and teacher during learning despite the class size.

The study would also help the government and school administrators to be know the effects of class size on both the students and teachers in secondary schools in Borno state and how there will be able to help control enrolments in the schools, provide the needed facilities for effective teaching and learning. However, it will also help the inspectors in the ministry of education in employing competent and qualified teachers that can manger the classroom using various modern classroom management techniques.

The finding will also benefit the secondary school students because when the class size is adequate and good management technique is used, students' performance would improve and the learning will take place more effectively.

1.7 Scope of the Study

This study evaluated the application of classroom management techniques in secondary schools in Maiduguri and Jere education zones, Borno state, Nigeria. The study explored the various management techniques used by teachers to ensure learning and also how teachers deal with various behaviours of the students in class. The research involves teachers in public and private secondary schools in Maiduguri and Jere education zones, Borno state, because they are directly using the various techniques in their classrooms. The study is designed to cover seventy eight (78) schools comprising of seventeen (17) public secondary schools and sixty one (61) private secondary schools in Maiduguri and Jere education zones. The scope of this study was limited to only teachers in both public and private secondary schools and also on the application of classroom management techniques.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents the review of related literature on the application of classroom management techniques used by teachers in secondary schools for teaching and learning. The review was done under the following headings which include Conceptual Framework; Significance of Classroom Management; Classroom Management Approaches; Role of Teachers in Management Techniques; Group Participation as a Management Technique; Rewards as a Management Technique, Punishment as a Management Technique, Students' Motivation as a Management Technique; Secondary Education in Nigeria; Empirical Studies; Summary among others.

2.2 Conceptual Framework

The conceptual framework of this study is expatiated under: Class-size, Management, Group participation, Rewards, Punishment, Motivation and Time management.

2.2.1 Concept of Class-size

Various scholars have developed interests on the concept of class-size based on how it affects teaching process. Adeyemi (2008) defined class-size as an educational tool that can be described as an average number of students per class size in a school. Also, Hoffman (1980), described it as the number of students per teacher in a class. While Kedney (1989), sees it as a tool that can be used to measure performance in the educational system. It is often believed that classes are larger when it is more than the expected number of students' and create shortage of resources available, these on the other hand create problem for the teacher as well as the learning process. According to Otaburuagu (1998), normal growth in

class-size is not enigmatic but the puzzling is the growth which hampers teachers' effectiveness as well as the teaching process. Similarly, Kokkelenberg, Dillion and Christy (2008), find out that average grade decline significantly with class size at a public north-eastern U.S school and that grades drop dramatically with class-size up to twenty students. However, Bowden and Marton (1998) viewed class size is primary environmental variable that teachers must contend with when developing effective teaching strategies. They argue that while class size may not be significant in some subject but subject geared towards promoting critical thinking are best thought in smaller classes. Teachers and students' motivation and attitude towards learning tend to be more negatively affected by larger classes. Becher (1999), supported by saying that though they have learned the materials, students' do not feel satisfied with the classroom.

2.2.2 Concept of Management

Management has been defined by various researchers. Fayol (1961), defined management as the process of achieving the organization aims through the activities of planning, organizing, commanding, coordinating and controlling. Ferreira and Otley (2009), sees management as the evolving formal and informal mechanisms, processes, systems and network used by organizations for conveying the key objectives and goals elicited by management, for assisting the strategic process and ongoing management through analysis, planning, measurement, control, rewarding and broadly managing performance and for supporting and facilitating organizational learning and changes. Therefore, management as a process by which a cooperative directed to the use of resources toward command goals.

The above definitions can be viewed as follows:-

1. Management as a process: These include planning, organizing, coordinating, controlling, and commanding, among others.

2. Management also coordinates individuals of different behavioural character that will help them work together.
3. It also focus on the achievement of goals and objectives of the organization as well as utilization of resources (such as man power, money, facilities, methods among others)

Management can also be a process of getting things done, through people in formal as well as informal organizational groups. Therefore, it is simply seen as the environment and co-operation towards the attainment of goals, and it aims at improving performance.

2.2.3 Concept of Group Participation

This is one of the most important techniques used by teachers in secondary schools to ensure effective teaching process take place and also incorporate unity among the learners. According to George and Singh (2003), group participation is a means of encouraging friendship among students and to prepare their minds on taking responsibilities. Responsibility can be among students themselves by assisting one another or when given group assignment or classwork by the teacher. Also Bonwell and Eison (2012), in their book define group participation as active learning which involves students in doing things and thinking about the things they are doing. Some of these strategies that are been used for effective learning are (1) students are more involve in the activity then listening, (2) emphasis is placed on developing students' skills and, (3) during group participation, students are in critical thinking (that is synthesizing, analysing and evaluating).

2.2.4 Concept of Rewards

Reward is an important tool for management use to channel students' motivation in a desired way that will enhance or promote effective teaching and learning process. Mindan (1982), viewed reward as any strengthened behaviour followed immediately by a positive

reinforce. In a similar view Ballentine (2003), stated that the purpose of reward is to recognize excellent job performance and help management achieve their goal. That is both the teachers and students in schools has equal responsibility to ensure that needed knowledge is been impacted and the teacher notice effort of individual students and reward them appropriately. In a more elaborate discussion Cameron and Pierce (2006), stated an effective reward system requires (i) an experimental attitude, (ii) continual fine-tuning of the system, (iii) input from people within the system and, (iv) on-going evaluation of the effectiveness of the system. The authors also found that the effective rewards system leads to (i) increased satisfaction in teaching, (ii) recognition of accomplishment, (iii) a desire to attain high standards in teaching and learning, (iv) a means to achieve both personal and social goals of education, (v) higher productivity, and (vi) feeling of competence and freedom to interact during learning process.

Reward practice has been adopted by numerous organizations in Nigeria which include educational sector as well. Organization rewards were found to be more effective if they were introduced where identification is strong (Rys, 2007), identification is strong when teachers' has the interest of the students and how their students can be encourage various means of rewarding.

2.2.5 Concept of Punishment

Punishment technique is commonly been used by teachers in the classroom, which their believed that it is a positive and effective means of controlling the students during lessons. Savage (1999) defined punishment as the undesirable, painful or discomfoting effects that result from students' misbehaviour. Also Imaguezor (1997), viewed punishment as the process of training and learning that fosters growth and development. Martin and Miller (1990), said that punishment technique should be followed immediately when student misbehaviour and such misbehaviour will decrease frequently during teaching. It is

therefore important not to neglect negative behaviours that is been exhibited by students and punish them immediately so that others will learn avoid such misbehaviour in the future. Punishment in this context do not only mean to beat students but the teacher can ask the student to kneel down, to stand up while the lesson is going on or other form of punishment.

2.2.6 Concept of Student Motivation

Classroom management is associated with situation – specific motivation rooted in various aspects of learning in a classroom setting. According Crookes and Schmidt (1991), motivation components are related to the syllabus, the teaching materials, the teaching methods and the learning tasks. Williams and Burden, (1997) definition of motivation may be construed as a state of cognitive and emotional arousal, which leads to a conscious decision to act and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal (or goals). Also Dornyei and Csizer (1998), outline 10 motivational factors for teachers which include(1) set a personal example with teachers own behaviour, (2) create a pleasant relaxed atmosphere in the classroom, (3) present the tasks properly, (4) develop a good relationship with the learners, (5) increase the learners linguistic self-confidence, (6) make the language classes interesting, (7)promote learners autonomy (8)personalize the learning process, (9) increase the learners goal-oriented, (10) familiarize learner's with the target language culture. Students' needs little or more motivation to learn and therefore teachers adopt different method to draw their student attention towards learning.

2.2.7 Concept of Time Management

Time management is considered one of the effective means of impacting knowledge and teacher's way of utilizing time allocated for each lesson to ensure effective teaching process. And it is also believe that time management deals with organizing and planning of

activity that will enhance effective learning process. Olaniyi (1998), said that teachers should possess is the skill in managing his time, such skill will the teacher to devote a balanced attention to interpersonal relations and production. Therefore it is important for both the teachers and the students to know the implication of wasting time during lessons with unnecessary things. The teacher should review the previous lessons quickly and introduce the lesson of the day so that by the end of the term the school syllabus will be covered.

2.3 Effects of Class Size on Management Techniques in Secondary Schools

Class size can be referred to the actual number of pupils taught by a teacher at a particular time. Over the years, class size has been the major issue debated upon by various educational scholars, administrators and teachers that smaller class size is better than large or over crowded classes. For the benefits of this research the normal class size will be referred to as the smaller class size, which is 35 – 40 students per class while 50 – 60 students per class will be considered middle class size and then 80 and above will be considered as over-crowded or over populated.

According to Okoro (1985), smaller class is uneconomical and it influences the cost of education and students' don't make full use of teachers and the teaching materials available in the schools. In their opinion class size should be increased to reduce wastage of funds and instructional materials that is been provided. Researchers like Adayi (2000), Nwadiani (2000), Commeyras (2003), argued that, the larger the class size the higher cost of education and that effective teaching will seem impracticable when teachers are having 80 – 100 or more. Students in secondary schools exhibit different kind of attitudes that affect the teaching and the ability for other students that are ready to learn. Bayo (2005), supported the opinion by saying that students from larger class drift off task because of too much instructions from the teacher to the entire class instead of given individual instruction or

attention during teaching and slow learners are most affected. In the same view Adani and Akinyela (2014), reported that classes with too many students is disputing to education and they also noted that it result to diverse fields of student learning ability. Consequently, teachers in over-crowded class spend more time teaching and maintaining order in the class while students spend less time assimilating the information given to them. Similarly, Mckeachie (1980 and 1990), is of the opinion that class size should contend with when developing effective teaching strategies. They argued that class size has great influence on teaching styles or strategies that is geared towards promoting critical thinking.

On the other hand, some of the scholars didn't see class size as a problem for teachers to carry out effective teaching and learning without minding the misbehaviour attitude displayed by the students. In view of these Jenkins (2014), said that class size is really irrelevant in this day and age in education and the number of students a teacher has in the classroom does not matter but how he leveraged technology to deliver one on one instruction, he also added by saying that the use of technology during the learning process in an over-crowded class will be immaterial, that is to say in an over-crowded classroom where students use computers or i-pads to receive instruction, will make it very difficult for a teacher to move around and interact with the students while teaching and it gives the students opportunity to log into inappropriate sites. In rewarding the efforts of the students after competition in class as well as individual paper writing or group presentation because of the large population it will consume much resources and time that by the end of term the teacher will not be able to cover the whole syllabus expected, but in a smaller or regular class size it will give students opportunities to do more of paper writing, interaction between students and teachers and among students and students and such will create effective learning abilities.

2.4 Management techniques used by Teachers in the Class

Everton & Weinstein (2006), defined management techniques as the action teachers take to create an environment that supports and facilitates both academic and social emotional learning. This also means, that the teacher's ability to plan, organize, direct, coordinate, instruct and supervise the students in the classroom during teaching is essential. Effective management technique focuses on creating, inviting and appealing environment for students learning. Various scholars viewed management techniques used by teachers differently and the technique was further viewed in to perspectives. These are preventive and reactive strategies or techniques. Marzano and Marzano (2003) in their discussions differentiate the two techniques as the establishment of rules and procedures favourable to teacher-student relationship are considered as preventive strategies while disciplinary interventions such as giving warnings or punishments are also considered as reactive strategies. Reactive techniques are sometimes needed to reduce the disruptive or other undesired behaviour of student during teaching when the preventive techniques are not working. In the same vain, Banjo (1993) in his book outlined these following factors that contribute to effective discipline in schools:-

- Personality of the teacher,
- Good teaching methods,
- Constantly keeping the students busy,
- Supervision of the students in the classroom by the teacher,
- Good physical environment,
- Wise administration of rewards,
- Use of punishments like free discipline, reproof, detention and tasks, among others,
- Good government leadership.

All forms of punishment used by the teacher should be able to effectively control the students' behaviour as well as their mind to be able to realize his/her mistakes in class during teaching process. It is believed that for teachers to be able to maintain a learning environment and have consistent flow of knowledge he/she needs to employ the use of classroom management techniques to help them achieve set goals in teaching. Squidoo (2011) says that one of the important techniques that teachers should adopt in classroom management is that the teacher should begin the lessons by planning stage and while planning he/she should include some disciplinary action that will take place in the class. That is to say teachers should have knowledge of various disciplinary actions, that might come up during the lesson and also he/she should include how to manage it in the classroom. Blair (1975), outlined some principles that will help teachers in maintaining good classroom management, they are as follows:-

- Provide adequate models for teaching,
- Use of reinforcement and rewards during lessons,
- Extinguish undesirable behaviour by failing to reward them,
- Use of punishment sparingly and wisely,
- Improvement of communication style in the classroom.

Melissa (2011), viewed management techniques as a skill that is not only learned but practice daily and he also outline 10 techniques that will help teachers in class discipline as well as classroom management in handling disruptive behaviours, there are as follows:--It's easier when classroom teachers will not make the mistake of starting the school year with a poor discipline plan. In such cases quickly assess the situation in each class and believe that it is an opportunity for them to do whatever they like and get away with it because once the teacher set a precedent of allowing a lot of disruption, it will be very hard to start a better classroom discipline technique.

Students have a distinct sense of what is and who is not fair to them among the teachers. It is necessary for teachers to act fairly towards all the students, if he/she expect to be respected it is important to make sure that the teacher punish wrong behaviours in the classroom even if it is the best student in class.

It is important for teachers to deal with classroom disruption immediately and with little interruption of whole class during teaching learning. Teachers should try to maintain order and discipline in the classroom and also it is important for them to deal with serious discipline issues privately, so that there will be enough time during lessons than to waste it on disruptive behaviour.

Teachers should not be confused with students' humour with sarcasm because humour can quickly diffuse a situation while sarcasm may harm the teacher's relationship with its students. The teacher should understand the student and should also have it in mind that what others see it as funny to others find it offensive. It is important that teachers should not expect that his students will always disrupt his lesson. The way the teacher address the student at the beginning of the class will tell the students what is expected of them, in other to have an effective teaching learning. And it is paramount for teachers to over plan by writing additional activities in to the lesson plan just in case his/her lessons run short. When the teacher has so much activities to engage the students, the teacher will not run out of lessons and it will help them to avoid free time and will give the students better understanding on how teachers value students education as well as the subjects been thought.

Teachers should enforce rules consistently because your student will basically expect you to maintain the same set of rules every fresh day in class but if the teacher ignored some students misbehaviour and react on some ones smallest mistake, the students will not respect him and also loss interest in the subject. The teacher needed to be selective on the

set of rules he/she will set in the classroom. The rules should be short, it should be clear for everybody to understand and also the consequences of breaking any of the rules should be clear to the students.

Teachers should come to class with a fresh mind set everyday about the students' behaviour and also expect to have a conducive as well as effective teaching learning process.

2.5 Significant of Classroom Management

Classroom management has become a problem for teachers and educational administrators in various level of educational system to content with, Doyle (1986) also stated that maintaining orders 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. Over the years, research has shown that the meaning of classroom management has changed from describing by various disciplinary practices by teachers and disruptive behavioural interventions to serving as well as viewing of teachers actions in supportive learning environment. However, in more general term Dolye (1986) defines classroom management as the actions and strategies teachers utilize to maintain order, furthermore, he outlined two (2) major tasks; learning and order which aids teaching. Therefore, the relationship between classroom managements and student learning makes classroom management important.

Brophy (1986) defines classroom management as teacher's efforts to establish and maintain the classroom as an effective environment for teaching. He also viewed the supportive relationships between effective classroom management and effective curriculum and instruction to be of importance. That is to say that effective classroom management will result to good instruction by the teachers. Brophy (1986) in another study said the ways of creating an effective environment for teaching and learning with the help of

management techniques, focus on establishing an effective management system, and maintaining attention, he stated that in terms of dealing with disruptive behaviours and preventing them from occurring it is important to have a good plans, curriculum pacing, instructions that will keep the students profitably engaged in academic task.

The terms classroom management has been used interchangeably by scholars on the field but in providing clarity on the two (2) concepts, Martin, Yin and Baldwin (1998) define discipline as the structures and rules for students' behaviour and attempts to guarantee that students obey the rules, while classroom management, in broader term describing teachers' efforts to watch over a multitude of activities in the classroom including learning, social interaction and student behaviour. They also gave a more elaborate definition of classroom management which consist of three (3) main variables independently, they are first, instructional management, secondly, peoples management and thirdly, behavioural management. Therefore, classroom management based on the three concepts is defined as 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 teachers' perceives the students and how they view their relationship with the students. The final dimension, behavioural management is somewhat similar to the concept of classroom discipline but differs in that it focuses on teacher's per-planned methods of preventing misbehaviour rather than simply on their reaction to it once it occurs.

Marzano and Marzano (2003) also viewed classroom management as a key to high students' educational achievements. In their studies, they found out that teachers or classroom administrators' actions in their classrooms have double the impact on students' achievement as well as schools policies regarding curriculum, assessment, staff collegiality and also community involvement. Teachers provides effective instructions, therefore,

management is a crucial part of the learning process. Effective teachers were seen as more effective classroom manager because they are more consistent in rules enforcement, monitored better, accept less disturbance and also had more efficient transitions. Teachers are said to have confidence, less anxiety, more encouraging and receptive to students learning. Everston, Emmer and Clement (1997), Brophy (1986) found out in their studies in the area of classroom management that effective classroom management is often attached to effectiveness of teachers that is to say the extended of good classroom management being achieved depend solemnly on the appropriateness' of teaching ability in our schools.

It is believed that the ability of teachers to effectively organized classrooms at the same time manage the disruptive behaviour of their students is critical. Emmer and Stough, (2001) supported that the ability of school teachers to manage classroom and behaviour is indeed a critical task to achieving that desired teaching and learning. They also said that sound behaviour management does not guarantee effective instruction but it establishes the environmental context that makes good instruction possible. However, Business Processing Association Philippines (BPAP) (2012) listed five (5) importance of classroom management as follows:-

1. To successfully engage students – classroom management is important for ensuring that learn the lessons thought to them by the teacher rather than committing it to short –term memory for test. When as teacher move among the students while teaching, asking questions and making sure his students are paying attention, which will help to increase the student confidence and eagerness to learn more.
2. To manage the classroom time effectively – The efficient use of time is very important because it helps students achieved effective teaching learning goals as well as making the classroom a pleasant place for both the teachers and students.

3. To maintain a positive classroom atmosphere – Developing and maintaining a positive learning environment is a foundation for effective teaching, managing the learning environment is an ongoing active process in which the teacher must be a careful observer, communicator, facilitator and manager. In maintaining a positive classroom management, it is important to establish rules, procedures and standards, implement classroom routines in order to prevent problems from occurring, establish a clear standard of conduct as well as instilling a sense of respect and community among students.
4. Sound behaviour management to avoid classroom indiscipline – Classroom discipline management is a skill that is not only learned but practiced daily and an effective discipline plan is the key.
5. To manage classroom resources effectively – effective classroom managers should minimize the classroom’s physical space to facilitate easy teacher movement and proximity as well as students’ movement and transitions.

2.6 Management Approaches by Teachers

Management approach is often as the preservation of order through teachers’ control. Management is much more than that, according to Savage and Savage (2010) Management approach involved the establishment and maintenance of the classroom environment, so that educational goals can be accomplished. Teachers’ create optimal learning environments by establishing rules, creating good teacher-student relationship, addressing problem behaviours, and using effective communication strategies. Students at all ages may have behavioural, attitude and social problem, but it is most predominantly found among the middle or high school students. Many secondary school students resist authority and place greater importance on peer norms. However, due to students’ advanced reasoning skills, they generally need more elaboration and logical explanation of rules and discipline.

Teachers need to keep this in mind for effective teaching to take place, they should also ensure a safe environment where students feel valued and comfortable to learn. To achieve that, teachers strategically arrange classroom space to support a variety of independent small and large group activities, (Crane, 2001).

There is a number of management strategies used by the teachers' in ensuring effective and efficient learning takes place in the classroom. For the purpose of this study we will be looking at three (3) management approaches, these three (3) approaches to management are: self-discipline approach, instructional approach, and desist approach.

1. Self-discipline approach

The self-discipline approach is built on the notion that students' can be trusted to reflect upon their behaviours and regulate it to their benefits and to others as well. Advocates for this democratic view of management argued that teachers need to exhibit the disposition of respect, realness, trust, acceptance and empathy toward students so they can build and establish working teacher-student relationship, (Barbara, 2002).

2. Instructional Approach

Classroom managers who use the instructional approach for management prevent most management problems by actively engaging students in interesting lesson or activity geared to meet students' interest, needs and abilities. As such, students' are motivated to attend classes, actively participating in activities, and also manage their own behaviour. Jones, (2000) advocates the instructional approach to management technique.

3. Desist Approach

This approach gives the teacher full responsibility for regulating the class during lessons. The teacher establishes and enforces a set of specific rules to control students'

behaviour in the classroom. Because, desist approach gives teachers' the right to deal forcefully and quickly with students' misbehaviour in the classroom. This can be viewed as a power system. This approach probably is the most widely use management strategy in our schools today. This approach was advocated by Canter and Canter (1976).

The above three (3) management approaches are summarized below to help educators determine they own managerial strategy.

Management Approaches

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

Source: Canter and Canter (1976)

2.7 Role of Teachers in Classroom Management

Monitoring of classroom management is one of the important roles played by classroom administrators which involve teachers observing the students behaviour closely with the intention of preventing and correcting misbehaviour among the students before it becomes a problem. In view of the above Jones and Villar (1996) said that teachers must monitor both students behaviours as well as learning by keeping an eye on students stuck, when they need help, by redirection, correction and encouragement. That is, it is the

responsibility of teachers to always anticipate learners' actions as well as reactions during lesson in order to handle any problem that may occur. Therefore, in maintaining an effective management technique in the classroom, it is important for teachers to always check students understanding of what is being thought by asking questions, allowing the students to perform various tasks based on that day's lesson.

Communication between teachers and their students is also an important factor to consider. Communication has great influence on the students' educational achievement. Cowley (2003) in his study stated that an effective teacher should describe his objective clearly, give accurate instruction for assignment, respond to students' questions and also understand the need of students'. It is therefore important that all things be communicated in an understandable language to both teachers and students, which on the other hand will boost students' confidence to contribute during lessons freely and also there should know that their contribution in class is valued. According to Arif (2003), for teachers to establish and maintain teaching as well as management practices in terms of students' disruptive attitude to reduce. He listed the following roles that all teachers should adhere to:-

- Keep students' motivated –By keep the students' motivating in learning, teachers set the stage for creating positive class environment.
- Meet basic needs – teachers must try to meet students' basic needs as well as age related needs and also make students' feel physically comfortable, safe, welcome and valued.
- The degree of class control must be moderate because in class were teachers' exercises neither too much or less control students' tend to learn.
- Empower the students' by making them responsible for their own learning through group and individual learning activities so that they ultimately become independent learners.

- Keep instruction of the students' development level so that they neither experience discouragement nor boredom.
- Develop healthy and professionally sound relationships with all the students' by being friendly to them.
- Communicate interest in all the students and show concern for each of them.
- During instructing, ensure physical closeness with all the students' by roaming around the class to keep students' interest.
- Avoid labelling the students' with negative adjectives which are likely to lower their self – esteem.
- The teacher should be assertive rather than passive or aggressive in enforcing discipline.
- Create business like climate in the classroom where both students' and teachers' understand and share common goal of promoting learning.
- Increase the engaged time by keeping the students' involved in the learning task through witness, overlapping, smooth transitions and group focus.

2.8 Group Participation as a classroom Management Technique

Group-work or group participation is establishing of routine that enables teaching to proceed smoothly in the classroom while students are engaged in meaningful activity. Researchers suggested that students learn best when they are actively involved in the process, Davis (1993). Also Wesley (2006), opined that students who participate in collaborative learning and educational activities outside the classroom and who interact more with fellow students get the better grades, and are more satisfied with their education and likely to remain in school. That is, student interaction with one another helps to motivate students to learn.

Effective management starts with organizing the classroom. Classroom organization should be developed in line with teaching strategies to help students to meet their personnel and academic needs, (Filaba, 2009). These include arranging seats in u-shape, circles, straight line or rows base on how the teacher wants it, so that he will be free to move among the students and observer how they are carrying out activity as well as answering their personnel questions. For example, in chemistry lab the seating arrangement will not be same as that of because the teacher needs to observe the students close while carrying out experiments and the students are usually group based on the students' population in the class. The teacher establishes routines for group discussions in the classroom, he uses the group from to stimulate discussions, also use various interactive teaching techniques in engaging students for upcoming activity with clear instruction. Students' should be ask to arrange the classroom for their discussions and also encourage them by tell them the benefits of the group task. George and Singh (2003) added by saying that, it encourages friendship among students and prepare the mind of students' to take responsibilities.

Classroom management is the teachers' ability to cooperatively manage time, space. Resources and students' roles and behaviour to provide climate that encourage learning, (Filaba, 2009). What really make a teacher good are the techniques and teaching styles involved in teaching. Margret (2011), outlined some techniques that can be adopted by teachers' to keep their students busy while working together with them. And add that for group work to be successful, the entire class has to be well behaved and actively participating in the task given. The following are several management techniques to prepare students for group participation:-

A. Be Proactive

Before any group activity begins, the teacher is expected to tell his student what he expect from them. That is, the type of behaviour expected, rules should be outline, the time

allocated for the work, how loud each group is expected to be, if movement from one place to another is allowed and so on. These on the other hand will help the students' know what is expected of them and how to go on with the assignment given

.Practice

After the students' know what is expected of them, practice putting them in groups and have them speak to each other in the tones you expect them to. English language teachers should have it at the back of their minds that the students' are practicing on how to participate in the assignment given, so he should not teach but observe them and make necessary adjustment, they can keep grouping the students and observe them for a while to see if the students' are actually ready to participate in a group work.

B. Establish Consequences

Before the actual group activity begins, teacher should make sure that the students' know the consequences of going against any directive or instructions laid. He can establish consequence that is directly related to the group work. For example, in a debate class, the teacher can assign the group with the responsibility of constructing argument to either support or oppose but the students' misbehave by not working together, they may not participate in the debate at all.

C. Group self-Review

Having group members review their work as a team, the teacher might want to ask how each student contributed. If each students' collectively did their responsibility accordingly, how they think they work together as a team, what they did well, where could improve and so on. It is better that the teacher gives the information at the beginning of the activity so that the students' be aware that each group will be evaluated at the end.

D. Signals

The teacher should have signals that will tell the students' when the activity is drawing to an end or when the noise is too much. Whatever strategy or method that works well for the teacher should be used.

E. Circulate and Supervise

The period for group activity is not the time for a teacher to work on lesson plan or answer a quick mail. The teacher should be sure to walk around the class and listen to the students' conversations on what they are working on and whether or not they understand the activity and what the expected outcome is. The teacher might choose to use all the management techniques or he can just pick few out of it based on what is applicable to his class. The teacher should note that the key to successful group-work or participation is the behaviour management and the ability of the student' to work together.

According to Beebe and Masterson (2003), there are advantages and disadvantages of working in group. By understanding the benefit and potential pit falls, a group can capitalize on the virtues of a group work and minimize the obstacles that hinder success. The following are the advantages of group work;

1. People that work in groups have more information than a single individual.
2. Group worker stimulate activities in regard to problem solving.
3. Students remembers group discussion better, group fosters learning and comprehension.
4. Decisions that students' help make yield greater satisfaction, that is based on the outcome of results gotten from their work.
5. Students gain a better understanding of themselves.

6. Team work is highly valued by students. They further gave the problem of group participation or group work as;

(i) There may be pressure from the group to conform to the opinion of the majority.

(ii) An individual may dominate the discussion.

(iii) Some group members may rely on other group members to do the task.

(iv) It takes more time to work in group than to work alone.

However, despite the challenges faced by the management technique, English teachers still view it as one of the techniques that enhance effective teaching/learning as well as interaction between students.

2.9 Rewards as a Classroom Management Technique

Reward technique is used for getting a behaviour to occur more often. It can be explained more technically using the term “positive reinforce” which when presented immediately following a behaviour, it causes the behaviour to increase frequently, (Martins and Martins 1990). That is to say that whenever a student is appreciated by the teacher immediately for exhibiting good behaviour in class then such student will look for some or similar opportunity to do that again. Canter (1992) said that “skilful use of positive recognition means utilizing different approaches for individual students and situations. That is assessing each situation on its own merits and deciding how you as a teacher, can best meet a student’s needs. Therefore teachers’ can strengthen a desirable behaviour in his students and also change the attitude of other students.

In 1986, students at the university of Hong Kong tried to find out the attitude of secondary school students’ towards the application of reward technique and results showed that Hong Kong students appreciated being rewarded and they preferred private praise to

public praise. Similarly, Yvonne (1989) conducted the same research and find out that students preferred written comments to parents and also good school report were ranked by students as the most effective reward. It can therefore be deduced that the use of rewards in classroom management is important in teaching and learning process.

It is important that teachers should use appropriate reward technique to encourage students' to exhibit good behaviour in classroom, based on these note educational administrators have developed different strategies that can be used by teachers to correcting students disruptive behaviour in the classroom. Edward (2000) is of the opinion that when inappropriate behaviour that was once reinforced is ignored, it is extinguished that is it is very weak. He further said that extinction is effective when desired behaviours are reinforced combined with reinforcement, teachers should expect improvement in the classroom discipline or student misbehaviour. Barbeta, Norona and Bkard (2005) supported by saying that if teachers keep ignoring students behaviour it will send a signal to the student to continue misbehaving. They recommend that ignoring must be used with behaviour building strategies, such as reinforcement of appropriate behaviours as well as teaching replacement behaviours.

Joubert and Squelch (2005) opined that many schools uses a point system that is points are either rewarded to learners for good behaviour or deducted for bad behaviours. Explaining how the point system is been applied, they further explained that at the beginning of the school year, students could begin with a number of points and thereafter points are deducted based on students misbehaviours or it could be viewed in a way that students' starts the school year with zero point and as time goes on when the students behave well a star will be given to him as a reward, at the end of the term the student that did well will be rewarded according. But the researchers still believe that this kind of rewarding is not consistent in a way rewards are been awarded or deducted. However,

teachers are saddle with the responsibility to choose or device suitable reward technique that is appropriate to them and their students’.

2.10 Punishment as a Classroom Management Technique

Punishment is seen as a positive tool use to bring desirable order in the classroom. Punishment is regarded as a positive force used to maintain and bring about desirable law and order in the school, because a school exists to be of valuable service to students, teachers, parents and community. Savage (1999) added that punishment is the undesirable, painful or discomforting effects that result from students’ misbehaviour. Discipline is also a process of training and learning that fosters growth and development, Imaguezor (1997). Punishment aims at helping the individual students’ to be well adjusted, happy and useful. The term punishment and discipline is been used interchangeably by researchers’, but despite close similarities, they have distinct notions. Therefore, punishment is a deliberate, presumably, unpleasant, imposition. It is associated by some moral failure and its main purpose is reform or correction. Also, Kight and Roseboro (1998), believes that punishment has negative effect on the child, such as inducing shame, guilt, anxiety, increased aggression, lack of independence and lack of fearing for others, and greater problem with parents, educators and other children. Discipline on the other hand, is the practice of training students’ to obey rules and order, and punishing them if they do not. In addition, Kight and Roseboro (1998) describe discipline as a positive approach to child self-control and confidence, they maintain that opposed to punishment, discipline technique focus on what educators want the child to learn, and what the child is capable of learning.

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 behave of parents in schools, for the best interest of the student. Students’ need learn that their freedom cannot be at the expense of others and they will be held accountable for their

misbehaviour. However, teachers should understand the method of applying punishment in the classroom, as the schools frequently build punishment, consequences into plans designed to help manage students' behaviours, is also important that teacher have in mind that punishment affects people in different ways and that punishment takes various forms in the classroom. For example, if a student shows an undesired behaviour, the teacher may reprimand him by asking to stand facing the class until the lesson is over. Another type of punishment is known as the response-cost, in which a student has rewards, tokens, privileges or other positions taken away whenever the student misbehave. Teachers sometimes find punishment to be most effective for classroom behaviour management, especially in the short lesson period. Because punishment tends to speedily stop problems such as disruption in the classroom, the teacher in turn positively reinforced to use it, (Martens and Meller, 1990). That is punishment may appear to be a powerful and attractive behaviour management tool, but every power comes with a significant cost. Research has shown 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 towards school (resulting in poor school attendance and work performance) have a more negative perception of teachers and adopt a more punitive manner in interacting with peers and adults (Martens & Meller, 1990).

Teachers' use punishment in classroom is to eliminate inappropriate behaviours. According to Martins and Martins (1990), punishment should be immediately followed when student misbehaviour and it may cause the misbehaviour to decreases frequently during the lesson. They also added that if punishment is ignored by the teacher then the student is likely to do the same thing again in a similar situation. Educational instructors should take care that elements of a behaviour plan, including punishing procedures, fail within disciplinary guidelines both of the state educational department and their school

district. Parents too should be informed of any behaviour plan being put into place for child and asked to sign off on it prior to that plan being implemented. It is particularly important that parents approve behaviour plan, if those plans include punishment procedures. 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 plan that include a punishment component should be closely monitored, monitoring should include collection of information both whether the students' problem behaviours are improving under the plan and whether the child is showing any negative reaction to the behaviour plan.

Troubleshooting behaviour programs that include punishment technique. Here are some ideas to think about if problem arise when using punishment technique as part of larger behaviour plan; Whenever a new behavioural plan is implemented in the class for the students, teachers should expect that the students' may initially test the limit of the program, such testing behaviour may involve students refusing to follow teachers instruction. Often, such behavioural program subsides when constantly been enforce for a short time. If the students react to the program with more serious outburst that suggest a safety risks to self or others, the teacher should consider discontinuing the plan immediately. Also, if the teacher notice that the students is reacting negatively on the use of behaviour plan, he should revise it immediately, but if the students accept it then the teacher can continue using punishment technique.

Types of Punishment Technique use in school

Schools generally employ the use various punishment techniques for the infractions of rules and discipline. There are as follows:-

- **Verbal reprimands**

Teacher could use verbal reprimands instead of threats. The purpose of these techniques is to change the students' behaviour and let him learn to make his behaviour conform to the school rules. The teacher should avoid publicly scolding the students' because it will make him feel bad and he could probably the rest of the students' against the teacher and this will affect learning.

- **Assignments**

Some teachers give extra assignments as a punishment for those who are weak or who fail to score right answers. This is wrong. Teachers should not use not use homework as a form of punishment but it should be given to the students to encourage them to work hard.

- **Detention**

Detention it another common form of punishments use by many teachers. It means that students are kept in after school hours or during midday break when others go for lunch or go home, students who are detained are required to perform some task that include mutual work in the class or on the school playground. If a student is given detention after school, parents must be given fair warning in writing (Joubert & Squelch, 2005).

- **Corporal Punishment**

Corporal punishment is another type of punishment administered to students both in the developed and developing countries. Corporal punishment refers to intentional application of physical plays as a method of behaviour change. It include a wide variety of methods such as hitting, slapping, spanking, punching, kicking, pinching, shaking, shoving, choking and so on, and use of various objects such as wooden paddles, belts, sticks, pins, painful body postures such as placing in closed spaces, use of electric shock, use of excessive

exercise drills or prevention of urine or stool elimination. When using corporal punishment teachers should be careful not to extreme using this techniques, so that effective teaching and learning can take place in the classroom.

- ***Suspension***

A punishment practice in many secondary schools is suspension. Suspension is defined as the removal of the student from the school setting for the violation of school rules. This happen in some cases when the student is so dangerous that removal from the school is the only option to bring order in the school. But sometimes students are send home for a short period or for a long time. A study by Pinnell (1985), noted that school policies on suspension often work in ways of discourage self-discipline and showed harsh treatment of students who are suspended. In particular, the researcher found that suspension policies:

- (i) teach the power is absolute and arbitrary,
- (ii) removes the student from the place where he is to be taught,
- (iii) may put the student irreparably behind in school work,
- (iv) is often disproportionately applied to minority group,
- (v) teachers students a science of helplessness and build anger if applied with proper due progress. This finding indicates clearly that control of students behaviour is located outside of the students' as opposed to being a process of development and instilling controls.

2.11 Motivation as a Classroom Management Technique

Motivation is one of the keys to effective management technique that enhances students learning abilities. The term motivation is define by Marshall, (1987) as the “meaningfulness, value, and benefit of academic task to learners regardless of whether or not they are intrinsically interesting.” Ames (1990) also noted that motivation of learners is

characterized by long- term, quality involvement in learning and commitment to the process of learning. Brophy (1990) is of the view that motivation of students' learning is a "competence acquired through general experience, but stimulated most directly through modelling, communication of expectations and direct instruction or socialization by significant others (especially parents and teachers)." that is students environment shapes the initial collection of attitudes that the learners develop towards learning. Goldberg (1994) added that students attend school with the thirst to learning and they are enthusiastically and curiously seeking for challenging task. When studying motivation technique it is necessary to distinguish between the two types of motivation, there are extrinsic motivation and intrinsic motivation, Goldberg (1994). Extrinsic motivation is used more often in school because students get instant gratification for completing a task. This type of motivation comes from outside the students and task that comes from another person such as the teacher, and he rewards or punishes the students to finish an assignment or task. Example of extrinsic motivation includes rewards, verbal recognition from others, studying to get a good grade, special privileges. Intrinsic motivation on the other hand, occurs when the sources of motivation comes from within the students' and task. Students' with intrinsic motivation sees the tasks as enjoyable, interesting and worthwhile, and seek self-approval for completing assignment or other task. When student' set learning goals, work to meet these goals and hopefully to meet these goals, they students' generally tend to feel more intrinsically motivated and have a greater sense of accomplishment.

Entwisle, Alexander, Cadigan and Pallas (1986) believed that intrinsic motivation for younger children tend to be very high. Kassin and Lepper (1984), opined that if students' are given external justification for engaging in an activity, they participated because of the extrinsic reason and as time goes on they will not participate in the activity when a reward is not presented. While some students' intrinsic motivation for learning diminished as they

begin to adapt to the incentives structure of schools, incentives such as grade, praise, criticism and so on, (Barter, 1981). Researchers and psychologists, think that students' active participation in their learning is highly linked with motivation, and then in return motivation is highly correlated to academic performance. Take reading in schools, for instance, engagement may make the most difference in students comprehension and their ability to participate in discussion activities and high level thinking skills such as analyzing, inferring, questioning and evaluating, Gerstan, Fuchs, Williams and Baker (2001), Wood and Blanton (2009). Similarly, Pratt and Stipek (1980) stated that "students' motivation is a central concern in curriculum development for the reason that the higher the level of motivation the greater the level of time students' will spend on task and the more effective and efficient learning will be". However, the curriculum that enhances high student motivation is attractive to teachers and hence is better implemented.

Students' with low learning ability often become frustrated because they see themselves as being incompetent in many area of school, thus generally making them unmotivated and unexcited to read, write and complete tasks for fear of failure, embarrassment and disrespect. Similarly, Bruner in Sims and De Martinez (1981) says that the responsibility given to teachers to motivate student is the most important is their ability to stimulate learning and to create an inner desire of the students' to want to learn. This theory may have originated from notion that educational suicide that knocks at the door of most secondary classroom today is primarily a motivational problem, (Kathleen, Fredric and James, 1993). Therefore motivation becomes one of the basic management techniques and motivating students' is mostly a matter of handing the students classroom behaviour successfully so that effective classroom lessons could prevail.

Maslow (1987) hierarchy of needs which is based on motivation, he said that motivation should be constant, never ending, not fluctuating and not complex. Therefore,

the belief teachers have about teaching and learning, and the nature of the expectations they hold on students also exert a powerful influence. In addition Stipek (2001) noted that to a very large degree that students' expect to learn, if there teachers expect them to learn. It is essential therefore, that teachers view themselves as "active socialization" capable of structuring students motivation or mind set to learn, (Brophy, 1986). However, intrinsic and extrinsic motivations are used to increase students' efforts towards learning as well as reduce some of the disruptive behaviour in the classroom. Although reinforcement is viewed as an effective tool for students' participation in classroom activity but if the teacher did not use the technique properly, it may discourage the students to participate in the learning process. That teacher could employ use of other motivational skills in order to keep their students' interest to learn.

In students' motivation, classroom climate is important towards students learning, because if the students' experience the classroom environment as a caring, supportive place, where there is a sense of belonging and all students are valued and respect despite slow learning ability, he will develop interest for that subject and he will want to learn. Relevance also promote motivation to learn, as does contextualizing learning, that is helping students' see how skills are applied in the real world, (Lapper, 1988). Task that involves a moderate level of incongruity are also beneficial to the learners because it help in stimulating students' curiosity, an intrinsic motivation, (Lapper, 1988). Also in defining task that is terms of specific, short-term goals it helps students' to combine efforts with success. Teachers should verbally note the purpose of specific task when introducing to the students'. Extrinsic motivation or rewards on the other hand, should be used cautiously by the teacher, because it has the potential of decreasing existing intrinsic motivation.

Educators or teachers should understand that even when students' use strategies that are ultimately self-defeating in performing a task such as cheating, withholding efforts and

so on, their goal is to actually to protect their sense of self-worth (Raffini, 1993). The goals of attribution retraining are to help students to

1. Concentrate on the task rather than becoming distracted by fear of failure.
2. Respond to frustration by retracing their steps to find mistake or figuring out alternative way to approach a problem instead of giving up.
3. Attribute their failure to insufficient effort, lack of information or reliance on ineffective strategies rather than to lack ability (Davis, 1993).

Students' motivation is an important technique that is necessary for effective learning and achievement of educational goals. When do we know students are motivated? When students' pay attention to the teacher, they immediately begin the task giving and ask questions, and also volunteer answer questions, (Palmar, 2007). Basically, effective learning can take place when learners are constantly motivated. Williams and Williams developed five (5) ingredients impacting student motivation, there are: students, teachers, content, method/process and environment. There are elaborated below;-

Ingredient 1: Student

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

“The student role in classroom management is crucial and goes beyond the traditional view of students as customer or recipient of knowledge. In addition to the role of buyer and recipient, students are the raw materials for education and the primary product of educational transformations and most importantly students are key members of the labour force involved in creating education”, (Lengnick-Hall and Sanders 1997). Also, the increasing diversity of individual differences among students can be seen in time

management, learning style, maturity, demographics, experimental background, cultural orientation and interest. Lengnick-Hall and Sanders (1997), they suggested that teachers should be producers of environments that allow student to learn as much as possible or that schools should become learning habitant where relationship are fostered between people, students develop their own individual instructional plan, and a variety of investigating system options replace the passive receipt of information.

*Ingredient 2: **Teacher***

Students display more emotional benefits from teachers they like, over teacher they dislike, Montalvo (1998). However, education is much more than a personality contest. The role of teachers seems to be shifting from per-programmed knowledge dispensers to instead managers of student learning and learning environment. Therefore teachers can be empowered to exercise professional judgment in the classroom to attained clearly expressed goals. Professional educators should be given permission to test individual approaches based on strategic goals and incentives systems. Teachers should also be provided with training to support them in this expanded role including more time foe peer interaction to share view on what is effective. Teachers should treat their students with respect. Some suggestions are offered in teachers' contribution to students' motivation:-

- The knowledge of the subject matter and motivational level of teachers are important to motivate students to learn and show good behaviours in the classroom.
- Teachers' skill – this includes developing and maintaining a sense of humour in the class, disengaging stress, respecting students feeling and so on,
- 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'. Teachers' need to be relevant and to aim at checking what students have learned and if it can be applied to 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 the students' from the view point of scientific management, human relations or both. And also teachers should be conscious that everything they do in the classroom has a motivational influence on students, whether positive or negative.

Ingredient 3: Content

Content must be accurate and timely. However, content should also be relevant and useful to the students' in his/her own life. Olson (1993) noted that students' motivation depend on the extent to which the teacher is able satisfy the students need, for

- (i) feel in control of their learners,
- (ii) feeling competent,
- (iii) Feelings connected to others. As such, content should be included to satisfy each of these students' need. Following are some suggestions for content contribution that will students motivation:-

Students experience success and achievement – ensure that students' experiences success in an extremely important strategy for motivation. Success creates self-confidence which in turn makes students' more inclined to engage in learning.

Students ownership – students' should be allow to determine classroom rules and procedures, set learning goals, select learning activities and decide whether to work in group or independently.

Students' choices – human beings are naturally curious and self – directed, that is they want to learn, make choice and achieve.

Creativity and critical thinking – it requires students to define the task, set goals, establish criteria, research and gather information.

Timely and relevant to real life – making the content relevant to real life can increase students' motivation.

*Ingredient 4: **Methods/ Process***

Method or process is the way in which content is presented, that is the approach used for instruction. Therefore, two basic approaches for supporting and cultivating motivation in the classroom are

- (i) creating a classroom structure and institutional method to provides the environment for optimal motivation, engagement and learning,
- (ii) helping the students' to develop tools that will enable him or her to be self-regulated.

*Ingredient 5: **Environment***

Environment must be available and accessible. Therefore, environment must be of a quality or caliber that contributes to the motivation of students'. For example, if an environment is not safe, it is difficult and may be unwise to pull all your students attention towards learning. Likewise, an environment of openness and freedom to learn from our mistakes can foster motivation to learn. According to Rumsey (1998), when creating an effective learning environment, educators should consider the following; overall approach to material presentation and development, the use of classroom activities, fostering positive peer, social interactions and exchange, developing positive attitudes, moving from simple to more complex problem, and so on.

2.12 Time Management as a Classroom Management Technique

Time is a resource that has great effects of human endeavours'. It is resources that are extremely limited in supply and it is a factor that affects all stakeholders' in educational sector – students, teachers, administrators as well as supervisors. Ekundayo, Konwea and Yusuf (2010) said that instances now abound where teachers complain of lack of time to do certain things which they would have done. A good teacher must make effective of his time for everything that is planned to do. According to Olaniyi (1998) the most important asset a teacher should possess is the skill in managing his time, such skill will enable the teacher to devote a balanced attention to interpersonal relations and production, Ekundayo, Konwea and Yusuf (2010). In another assessment by Naglieri and Gottling (1997), state that maximization of the use of time for academic activities is required to enhance students' academic performance and attitude.

Time management in this study has been considered a necessary tool for educational improvement. Encouraging proper use of time enable passing academic knowledge by the teacher by the teacher to students appropriately without obvious danger, considering the element of time in discharging the academic makes it more democratic. Redd, Beccanfuso, Walker, Princiotta, Knostab, and Moore (2012) carried out a reviewing study report that “some 80 studies of initiations to lengthen the school day or year or offer learning opportunities outside of the school hour opined that most of the studies lack the rigor needed for firm evidence of the impact of expanded time efforts on children, the report emphasizes. But the slim evidence available suggests that extending school time can be rise academic achievement, while out of school opportunities can boost precursors to achievement, such as educational expectations”.

All educational stakeholders have important role to play in improving the educational system. Ugwulashi (2011) sees time to be effective must be planned, organized,

implemented and evaluated by any administrator in suitably utilizing school resources available at his disposal. And outline seven (7) important principles for effective day to day activity that can be used by teachers which include:-

1. It helps in setting out goals- for instance, the Daker 2000, when UNESKO set out six internationally agreed education goals aims to meet the learning needs of all children, youth and adult by 2015 (UNESCO 2000). These goals were graduated into periods 2005 and 2015. The obvious is that these goals cannot be achieved without proper time management as to meeting the final set out target 2015.
2. It helps in gaining in the ordinary sense time not utilized for another activity although the time maybe, that enables easy planning and implementation.
3. It helps to motivate individual teachers in forecasting and accomplishing goals. When a school is managed without proper time management approach it means there is no direction to achieving quality education goals (Ugwulashi, 2012).
4. It helps to limit resistance when time is set as required for particular activity.
5. It helps in evaluating activity progress. The period of teaching and examination must be timely.
6. It helps to remove fear and anxiety because time set is known for what particular activity before its organization and implementation.
7. It helps to in setting appointments.

Several research result has in decade that students spend most of their time on tasks that are not relevant to their learning, Culling (1993) in his study says where individuals students are been observed all the amount of time discovered to be spent off task was disturbingly high, that is about 75%. In addition, Kauchak and Eggen (2008) said that the goals of classroom management should not only be to maintain order but to optimize students'

learning. They also divided the class time in to four categories, namely allocated time, instructional time, engaged time and academic learning. It is elaborated below:-

A. Allocated time

These deals with the total time allocated for teaching, learning as well as other routines that take place in the school. Classroom procedures like attendance and announcements, based on what appears on the students' schedule. Example mathematics – 8:30am-9:15am or physics – 9:15am- 10:00am.

B. Instructional time

Instructional time is what remains after classroom routine procedures are completed such as taking attendance, inspecting the students' learning materials and so on. It can therefore be said that instructional time is the actually time teaching and learning take place.

C. Engaged Time

These are viewed as the time students' actively participates in learning activities. It is also known as time on task. Students' and teachers are actively involved in the activities such as asking questions and answering, doing class work and exercises. The teacher is expected to manage this time so that moderate time can be spend on all the activity expected in each lesson.

D. Academic learning Time

This is when the students' participate and successful in learning activities take place. Base on the four (4) categories of time management mention and for effective learning to take place, effective time management is important not only in keeping the schedules, planned activity for the day, but also it helps in keeping the students interested and motivated in the lesson.

In recognizing the dangers of wasted time and taking time appropriate measures to identify and solve the problems accordingly should be the teachers' primary concern. This can be achieved following the daily planned lessons and involving activities that encourages students' to actively participate in a task (Mckeachie, 1997). On the other hand, David (1991) opined that in order to manage and use the time allocated for the classroom instructional activity effectively, teachers' are expected to make decisions in the following areas, such as

- (i) What are the things that must be done and what are the things that needed to be done.
- (ii) What are the things that must be done by the teacher and what are things that must be by the students'.
- (iii) What are the things that must be done in classroom and what are the things that must be done outside the classroom.
- (iv) What steps can teachers take to erase wasting of time? That to say that it is not the amount of the time available for teaching learning to take place but it is important the way teachers use the time allocated to each subject.

2.13 Secondary Schools in Nigeria

Discussion of secondary schools in Nigeria cannot be devoid of such Nigerian historical development as the issue of religion, cultural background, missionary and the colonial era. With reference to secondary schools in Nigeria, the ever growing proportion of children of school age that stormed available primary schools create great eagerness in the mind of missionaries and colonial government that they were suitable pupils for secondary education in Lagos, the first grammar school opened by the CMS in 1859. The united prebyseterian church at Calaber built in 1895, what today would be described as a multi-lateral institution. In Northern Nigeria, the region was divided on the basis of religion: The

predominantly Muslim area and the non-Muslim area. The predominantly Muslim area, the Muslims felt very strongly that Western education was the key to white's man's power or else had become Christians' and belief that school is the activity of church and so Western education was vigorously resisted by the people. Secondary education development here was essentially by the colonial government and the Emirs support was sought by the colonial government. Hanns Vischar's Nassarawa School was for the various sons of the Emirs and mallams. The provincial schools for Kano, Sokoto and Kastina were later established by the end of 1915, there were provincial schools in all the twelve (12) northern states with the attendance of 733 pupils. On the other hand, in the Christian dominated area, missionaries participated actively in the establishment and administration of secondary and primary schools. In 1916 there were 58 mission schools with an average of 933 pupils in attendance.

If secondary education is properly planned, executed and encouraged, it could be used to develop innate genius in the youth and enhance their capacity to stand by themselves. Secondary education could be used as investment that could yield rich productive dividends in a very near future which could have far reach effects on national development.

What is Secondary Education?

Secondary education is the education children received after primary education and before tertiary stage. And the broad goal of secondary school is to prepare the individual for useful living within the society and higher education. In specific term, secondary school shall:-

- (i) Provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background.

- (ii) Offer diversified curriculum to cater for the differences in talents, opportunities and future roles.
- (iii) Provide trained manpower in the applied science, technology and commerce at sub-professional grades.
- (iv) Develop and promote Nigerian languages, art and culture in the context of world's cultural heritage.
- (v) Inspire students with a desire for self- improvement and achievement of excellence.
- (vi) Foster National unity with an emphasis the common ties that unite us in one diversity.
- (vii) Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens.
- (viii) Provide technical knowledge and vocational skills necessary for agriculture, industrial, commercial and economic development (NPA, 2004).

However, it is important to note that the above aims and objectives of secondary schools in Nigeria is still facing a lot of challenges such as poor implementation, limited man power, insufficient funding by the government, insufficient facilities and so on, (Chukwumah & Ezeughor, 2015).

2.14 Empirical Studies

There are many studies carried out on classroom management carried out by researchers, few will be reviewed in these section considering their relevance with the study. Khatri (2012) conducted a research on the classroom management techniques used by teachers in private and government lower secondary school in palpa district of Kathmandu Nepal. Twelve (12) teachers were used for the study (that 6 government-aided and 6 private), the researcher adopted the use of questionnaire and class observation checklists as

tools for the study. Khatri found out that government-aided school teachers used techniques like teaching material, motivation use of lesson plan, group division, managing facilities, while private school teachers adopted the use of learning by doing methods, interaction with students, used of punishment, used of group-work as classroom management techniques. The study is similar to this study because their focus is on the various uses of classroom management techniques and also their both make use of secondary school teachers. This study is unique because it does not focus only lower secondary school teachers both even senior secondary school teachers as well. And also the researcher was not able to outline clearly the types of management techniques in his study but this study outline the five major types of management techniques.

Azin (2012) carried out a study on the effect of classroom management in private primary school in Malaysia. A total population of fifty (50) primary school teachers was used for the study. The study adopted observation, interviews and document analysis. The finding from the study exposed the classroom management strategy which are currently use by teachers in primary school to be effective as well as the interaction between the teachers and students. The finding also contributed by trying to give a more clear picture on the important role teachers play in enhancing effective teaching and learning. This study is similar to the on-going study because they both outline the important role teacher's play in managing the classroom. The study only focused on teachers' role and encourages the use of food as reward to motivate the students' and it is limited to only private primary schools. But reward is not the only aspect of classroom management that can be applied in schools. Moreover, this study on management techniques in secondary schools tends to examine the various classroom management techniques that can be used by teachers in the classroom.

Another study conducted by Oyinloye (2010) on the primary school teachers' perception of classroom management and its influence on students activities. The study was

conducted in Nigeria. The study adopted the ANOVA to evaluate the result from the research. The findings of the study indicates that, if primary schools classroom are organized for easy mobility of teachers and pupils, under specific rules, then the classroom will be managed and regulated. And also the study shows that teachers will be able to manage external forces such as noisemaking and other disruptive students' behaviour from other classes. The findings are similar to this research work on the management's techniques but this research will examine the techniques on secondary school students. And also the research only examine the aspect of space management in classroom management techniques but this study goes beyond that as it tends to investigate various types of management techniques that can be used in classroom management.

Also, Serakwane (2007) carried out a research on establishing discipline in the contemporary classroom in secondary schools in Southern Africa. Population of 100 teachers was used for the study. The study adopted interview and observation as research instrument and also using qualitative descriptive analysis. The findings from the study examine classroom discipline strategies which are currently used by educators which focus on processes and interactions that explains effectiveness. Also another similarity with this study is that both research aim at improving the secondary school learning. The findings also contributed by trying to bridge the gap and leading to greater understanding of classroom management principle which could be useful to educators in promoting effective discipline. The study only focuses only on discipline as an aspect of management techniques. But discipline is not the only aspect of management technique that can be used to have effective lessons in school. This study tends to examine various skills that can be used in the classroom by educators. The study researched, indicated that there are disciplinary strategies that are employed by teachers in order to establish discipline in the classroom, but this research investigated specific disciplinary strategy such as punishment,

reward, motivation and other strategies that can be applied during teaching and learning to manage students' behavioural problem.

Another study was conducted by Kaliska (2002), in the University of Wisconsin-stout. The study was carried on identifying the most effective classroom management technique and practices in primary schools. The study adopted the use of descriptive research design and observation method of research. The findings indicated that, the study research on five (5) approaches of classroom management and it was found that each approach was unique in its own right, each had goals and objective. The study also focuses on students peer mediation for older pupils then the discipline with dignity approach for secondary school students, the assertive discipline approach used by for individual management programs. It also deals with rules both inside and outside the school. All the approaches in this study, it shows that the teacher must have established rules that will remain the students' the need to abide by the instructions given by the teacher. This study has relationship with the current study on classroom management approaches but the only difference is that Kaliska conducted the research on primary school while this study focuses on secondary schools students. It is also similar in the area of establishing rules to guide the students' behaviour during teaching and learning in the classroom. The study will currently tend to look at various techniques that can be suitable for the teacher to effectively manage the student misbehaviour in the classroom, particularly in secondary schools. While Kaliska (2002) concern itself on the type of rules that can be used and at what level of the study.

2.15 Summary

The management technique employ by teachers to ensure that the classroom is orderly and conducive for effective teaching to take place, depend on the type of technique he/she uses, if the teacher adopt a weak technique then the classroom management will be poor and ineffective. However it is obvious in this study that overcrowded classroom, poor

time management, insufficient learning facilities, shortage of man power (that is teachers) in the education sector among others are the major factors that contribute to indiscipline in schools and also poor management technique. To enhance effective management technique in our secondary schools, it is important for teachers to employ the use of various management techniques such as: punishment, where students are punish for misbehaving in the class while learning is taking place. And in implementing punishment the teacher has to exercise some degree of professionalism and responsibilities, while using punishment technique when the teacher observed it has negative influence on the students he should discontinue immediately but if the students' react positively he could continue using the technique.

The second technique is rewards; teachers are encourage to motivate their student by rewarding them for behaving appropriately in class or after conducting an activity it could be through given them material, symbolic object or praise. But was also noted that students' prefer private praise than public praise or the teacher can write good report on the student to his parents. The motivation technique works hand in hand with rewards; by looking for various opportunities to encourage students develop interest in learning. Another technique that can be applied also is group participation and it adopt the method of grouping students in various group depending on the population of the students in the classroom, so that the students' can learn to work with each other and group participation help others to learn what they did understand in the classroom during lesson. On the other hand, the teacher established rules that will serve as a guide to the students' when performing the assignment given. The next is time management technique, where the teachers manage the students' disruption and at the same time create an environment conducive for students to learn. The teacher is also expected to have good student teacher relation to help students' with their personal needs.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter contains the research methodology that was used for the study, and the following headings were discussed:

- 3.2 Research design
- 3.3 Population of the study
- 3.4 Sample and sampling techniques
- 3.5 Instrumentation
 - 3.5.1 Validity of instrument
 - 3.5.2 Pilot study
 - 3.5.3 Reliability of instrument
- 3.6 Methods of data collection
- 3.7 Methods of data Analysis

3.2 Research Design

The research design used was the descriptive survey method to find out the perception of the phenomena of management technique among teachers towards establishing facts from existing conditions and proposing solutions. This study is mainly descriptive approach, because it gives the researcher the flexibility to conduct the research using appropriate questionnaire. And this study also aim is to find out how teachers in secondary schools are using the various classroom management techniques to manage the students' disruptive behaviour and class-size during teaching and at the same time ensure effective learning takes place. Teachers, who are the respondents' for this study are trained and uses the various management techniques in enforcing the desired environment conducive for the children to learn.

3.3 Population of the Study

The population of this study consisted of 1063 teachers in 17 secondary schools in Maiduguri and Jere Education Zones, Borno State. The population of teachers was used for the study because they were directly involved in using the various classroom management techniques to ensure effective teaching process. Table 1 shows the population of teachers in the study area.

Table 1: Population of public secondary school in Maiduguri and Jere Education Zones

S/N	Names of schools	Education Zones	Number of teachers
1	Government College Maiduguri	Maiduguri Edu. Zone	83
2	Government Girls College		68
3	GGSS (WTC)		64
4	Yerwa GGSS		99
5	MUE Arabic college		87
6	GDSS		94
7	Women DDS		65
8	Shehu Garbe DSS		30
9	Bulabulin DSS		66
10	Mafoni DSS		70
11	Lamisula DSS		33
12	Zajeri DSS		81
13	Brig. Maimalari DSS		54
14	Special School for the blind		11
15	Gov't day sec. sch. Mairi	Jere Edu. Zone	71
16	Gov't day sec. sch. Old Maiduguri		37
17	Sanda Kyarimi DSS		50
Total			1063

Source; (Borno State Ministry of Education, 2017)

Table 2; Population of private secondary schools in Maiduguri and Jere Education Zones.

S/N	Names of schools	Education Zones	Number of Teachers
1	El-kanami COIT	Maiduguri Edu. Zone	18
2	Imam Malik		20
3	Herwa Academy		13
4	Maiduguri International		25
5	Capital School		25
6	Namu Model sec. school		20
7	Foundation Bilingual		18
8	Benex Comprehensive Sec. sch.		14
9	Himma sec. school		20
10	Immaculate College		20
11	Jafra Private school		12
12	Maiduguri Innovative		19
13	Ansarudeen College		14
14	Annahdah Islamic Ins.		10
15	Usman Bin-affan Isi. Sch.		9
16	Iya Ulumudien		12
17	Ruby Springfield		24
18	Telta Memorial Sec. sch		20
19	Winners Model Sec. sch.		12
20	Baptist High school		20
21	St. Johns Sec. sch.		22
22	Foundation Bilingual(2)		18
23	City International Sch.		16
24	Dala Standard		17
25	Women League Jun. Sec. Sch.		19
26	Evangel School		14
27	Indimi Isl. Sec. Sch.		12
28	Al-firdausi Inter. Sch		10

29	Redeemers High Sch.		17
30	New G.R.A. Comm. Inter. Sch.		14
31	Royal High School		15
32	Kauna Private Sec. Sch.		15
33	Al-ihsan Inter. Islamic Sch.		10
34	Uwai's Al-gzarni Isl. Sch.		12
35	Squirrel International Sch.		12
36	Saviour Model School	Jere Edu. Zone	20
37	University Staff Sec. Sch.		25
38	Maiduguri Innovative (2)		15
39	Amina Memorial Isl. Sch		11
40	Mairi Islamic Sec. Sch.		10
41	ECOBA		12
42	Thanawiyatu Sheikh Ahmad		12
43	Deribe Isalamic Sec. Sch.		11
44	Darul Quran Watrartil Isl. Sch.		10
45	Alh. Modu Sunoma		10
46	Namu Sec. Sch. Pompomari		17
47	Unity Private Sec. Sch.		14
48	Future Hope Priv. Sec. Sch.		14
49	Munac Secondary School		14
50	Success Secondary School		18
51	Foundation Bilingual (3)		16
52	Sunshine Private School		14
53	Godiya Sec. Sch. Maiduguri		12
54	Maiduguri Experimental		16
55	Ibrahim Islamic Sec. Sch.		15
56	Learning Right		15
57	Nakowa Standard Priv. Sch.		20
58	Standard Secondary Sch.		20
59	Talent Global Sec. Sch.		14
60	Wamy Al-faruk Sec. Sch.		12

61	Lustre Kiddies College	13
62	Hauwa Intergrated Sch.	12
63	Sabulun Najah Isl. Sch.	10
Total		972

Source; (Borno State Ministry of Education, 2017)

3.4 Sample and Sampling Techniques

In view of the population for this study, which include all teachers in secondary schools in Maiduguri and Jere Education Zones, Bornu State. In view of the fact that the population of school is not much, all the 17 secondary schools were used in the study. As for the teachers, 30% of the population was used in the study. This sample size was arrived at using the recommendation of Aderonmu (1985). Therefore, the sample for this study consisted of 319 teachers drawn from secondary schools in Maiduguri and Jere Education Zones. The sample for this study is presented in Table 2:

Table 2: Population of the schools, Teachers and Sample Size used for the Study

S/N	LGA	Population		Sample Size	
		Schools	Teachers	Schools	Teachers
1.	Maiduguri	10	905	10	272
2.	Jere	07	158	07	47
Total		17	1063	17	319

Source; (Borno State Ministry of Education, 2017)

3.5 Instrumentation

The researcher adopted a structured questionnaire based on the required information for this study. The questionnaire was used for this study because it was easier for the researcher to carry out the study effectively and not to miss out on any information. The questionnaire was divided in two sections. First part of the questionnaire consist of the respondents demographic information, and in the other section various questions were set to hear the opinion of teachers on the application of classroom management techniques for teaching in secondary schools in Maiduguri and Jere education zones, Borno State which constitute the five (5) types of techniques (group participation, punishment, rewards, students' motivation and time management).

3.5.1 Validity of the Instrument

Content validity was used for the purpose of this study because it was found to be suitable for the research. The Professional Testing Inc. (PTI) (2006), are of the opinion that content validity is a logical process where connections between the items and topic related task are established. It is also the most important for the verification of questionnaire. Also according to Sambo (2005), validation of the content of the instrument by experts is an obligation for every researcher to accomplish. Therefore, the content validity of this research instrument were established by experts; the researcher's supervisors from the Department of Educational Foundation and Curriculum, Faculty of Education, Ahmadu

Bello University, Zaria and their valuable guidance and constructive criticism were duly noted and reflected in the questionnaire.

3.5.2 Pilot Study

A pilot study was carried in four (4) schools; Zajeri day secondary school, Government Girls secondary school, Amina memorial Islamic school and Foundation Bilingual Private School with the designed instrument. The main objective of this study is to determine the reliability and validity of the items in the questionnaire used for the study. This helped the researcher to know if the items on the questionnaire will bring adequate information that will be of benefit to classroom managers. The questionnaires were administered to teachers in secondary schools because they are all trained personnel and use the various management techniques for their classrooms. The pilot study used 20 teachers in Zajeri day secondary school, 20 in Government Girls secondary school, 6 in foundation bilingual private school and 6 in Amina memorial Islamic school. A total of 52 questionnaires were used, out of which 48 were retrieved successfully. Number of returned=48/52

3.5.3 Reliability of the Instrument

The data collected from the pilot study were statistically analysed for the purpose of determining the reliability coefficient. The reliability coefficient was determined using Cronbach Alpha techniques the result yielded a reliability index of 0.54. In view of this result, the instrument was considered reliable because the reliability index falls between 0.5 and 1. This therefore means that the instrument is reliable for gathering data.

3.6 Methods for Data Collection

A structured questionnaire was designed and constructed by the researcher, which was administered to teachers of the selected schools, by personal visit to the schools with the research assistant and the questionnaire was collected after three (3) days, this is in order to

have adequate data that would help to provide adequate responses to the research questions set for the study. Enough questionnaires were produced to cover the entire population for this study.

3.7 Methods for Data Analysis

The information from the questionnaire was collected and analysed using frequency count and simple percentage. It was therefore evident from the research that frequency distribution and mean tabulation method was adopted. Chi-square (χ^2) was used to determine the opinion of teachers on the application of classroom management techniques for teaching in secondary schools in Maiduguri and Jere education zones. All the hypotheses stated were tested at 0.05 level of significance. The choice of chi square (χ^2) test was necessary because it enabled the researcher to determine the homogeneity of respondents.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter interpreted the results of the data analysed from the completed copies of questionnaire. The total number of questionnaire administered was 319 copies whereby 308 copies were returned. The data collated from the questionnaire was analysed using frequency count and percentage, while chi-square (χ^2) for contingency table was used to test the hypotheses at 0.05 level of significance. The statistical software used for the analysis was statistical package for social sciences (SPSS) version 21.

4.2 Analysis of Demographic Information

The tables below show the bio-data of respondents. This information includes gender, age of respondents, qualifications and years of teaching of the respondents.

Table 3: Gender of Respondents

Gender	Frequency	Percentage
Female	125	39.3
Male	183	60.7
Total	308	100

Table 3 showed that a total of 125 (39.3%) females were used in the study, while 183 (60.7%) males also participated in the study. Granting that the respondents were fairly represented, but the result indicated that the male respondents had the highest frequency and percentage in the study.

Table 4: Age of Respondents

Age of the Teachers	Frequency	Percentage
20 - 25 years	41	13.0
26 - 30 years	54	17.8
31 - 35 years	105	36.7
36 - 40 years	42	13.3
41 - 45 years	37	11.1
46 and above	29	8.1
Total	308	100

Table 4 showed the age of the respondents, from the table it can be observed that 41 (13.0%) of the respondents are between the ages of 20 – 25 years, 54 (17.8%) are between the ages of 26 - 30 years, 105 (36.7%) are between the ages of 31 -35 years, 42 (13.3%) are between the ages of 36 – 40 years, 37 (11.1%) are between the ages of 41 – 45 years, 29 (8.1%) are between the ages of 46 and above. The frequency distribution shows clearly that most of the secondary school teachers in Maiduguri and Jere Education Zones are between the ages of 20 -25 years, 26 – 30 years, 31 – 35 years and 36 – 40 years while the least falls between the ages of 41 – 45 and 46 and above.

Table 5: Respondents Qualification

Qualification	Frequency	Percentage
NCE	67	22.6
B.A	30	8.5
B.A(Ed)	58	19.2
B.ED	116	40.7
Others	31	8.9
Total	308	100

Table 5 showed the qualification of the respondents, and it can be observed that out of the 270 respondents, 67 (22.6%) of the respondents had NCE, 30 (8.5%) of the respondent had B.A degree, 58 (19.2%) of the respondent had B.A(Ed) degree, 116 (40.7%) of the respondent had B.ED degree, 31 (8.9%) of the respondents had other qualifications. The frequency distribution of the above clearly shows that most of the teachers are B.ED holders while B.A is the least.

Table 6: Respondents years of teaching experience

Years of teaching experience	Frequency	Percentage
1 – 5 years	53	17.4
6 – 10 years	100	34.8
11 – 15 years	94	32.6
16 – 20 years	25	7.0
21 -25 years	15	3.0
26 years and above	21	5.2
Total	308	100

Table 6 showed years of experience of teachers in secondary schools in Maiduguri and Jere Education Zones, and it can be observed that 53 (17.4%) of the respondents had taught between 1 – 5years, 100 (34.8%) of the respondents had taught between 6 – 10 years, 94 (32.6%) of the respondents had taught between 11 – 15 years, 25 (7.0%) of the respondents had taught between 16 – 20 years, 15 (3.0%) of the respondents had taught between 21 – 25 years and 21 (5.2%)of the respondents had taught for 26 years and above. The frequency distribution of the above implies that most of the teaching experiences was between 6 – 10 years.

4.3 Answering of Research Questions

This section answers the research questions raised in the study using frequency, percentage.

The data collected through the administered questionnaire were used to answer the research questions.

Research Question One: To what extent do teachers apply group participation technique in secondary schools in Maiduguri and Jere Education Zones, Borno State?

Opinions of teachers were gathered in order to provide answer to this research question. The summary of analysis made in respect to research question one is presented in table 7.

Table 7: Application of group participation technique in secondary schools in Maiduguri and Jere Education Zones

S/N	Types of group participation	Specify rules before activity begin	Arrange students to seat in group	Making of eye contact during group work	Exchange answer sheet among for marking	Reward groups for any positive behaviour	Select members to represent groups	Teacher to move round and supervision	Use non-verbal signal to direct students behaviour
1.	Group assignment	73 (25.6%)	37 (11.9%)	13 (3.0%)	46 (15.2%)	23 (6.7%)	60 (20.7%)	21 (5.9%)	35 (11.1%)
2.	Team work	54 (18.5%)	42 (13.7%)	23 (6.7%)	72 (25.2%)	22 (6.3%)	7 (0.7%)	48 (15.9%)	40 (13.0%)
3.	Group discussion	77 (28.5%)	45 (16.7%)	11 (4.1%)	64 (23.7%)	22 (8.1%)	-	6 (2.2%)	45 (16.7%)
4.	Collaborative learning group	99 (36.7%)	36 (13.3%)	14 (5.2%)	22 (8.1%)	12 (4.4%)	21 (7.8%)	41 (15.2%)	25 (9.3%)
5.	Group project work	70 (24.4%)	38 (12.2%)	22 (6.3%)	62 (21.1%)	29 (8.9%)	9 (1.5%)	11 (2.2%)	67 (23.3%)
6.	Intra class grouping	82 (28.9%)	30 (9.3%)	33 (10.4%)	31 (9.6%)	12 (2.6%)	58 (20.0%)	35 (11.1%)	27 (8.1%)
7.	Cooperative learning activities	73 (25.6%)	22 (6.3%)	31 (9.6%)	52 (17.4%)	51 (17.0%)	31 (9.6%)	16 (4.1%)	33 (10.4%)
8.	Problem solving group	97 (34.1%)	30 (9.3%)	21 (5.9%)	44 (14.4%)	17 (4.4%)	16(4.1%)	46 (15.2%)	39 (12.6%)
9.	Peer instruction group	55 (18.9%)	20 (5.6%)	35 (11.1%)	42 (13.7%)	39 (12.6%)	40 (13.0%)	28 (8.5%)	50 (16.7%)
10.	Cooperative learning activities	70 (24.4%)	59 (20.0%)	23 (6.7%)	50 (16.7%)	40 (13.0%)	29 (8.5%)	20 (5.6%)	19 (5.2%)
Aggregate (%)		27%	11.8%	6.9%	16.5%	8.4%	8.6%	8.6%	12.6%

Table 7 revealed the opinions of teachers on the application of group participation as a technique in classroom management. Based on the 10 items listed on the types of group participation, 27% of the respondents agreed that rules are to be specified before activity begins, 11.8% of the respondents agreed that students are to be arranged to seat in groups, 6.9% of the teachers support the making of eye contact during group work, 16.5% of the

teachers agreed on exchange of answers sheet among students for making, 8.4% of the respondents agreed that group are to be rewarded for any positive behaviour, 8.6% of the respondents agreed that some selected numbers are to be selected to represent groups, 8.6% of the respondents agreed on teacher moving round to supervise, while 12.6% of the respondents were of the opinion that non-verbal signal should be used to direct students behaviour in the application of group participation as a technique in classroom management. This implied that the respondents had wide-ranging opinions on the application of group participation as a technique of classroom management in secondary schools in Maiduguri and Jere education Zones.

Research Question Two: To what extent do teacher apply rewards as a technique of classroom management in secondary schools in Maiduguri and Jere Education Zones?

Opinions of teachers were gathered in order to provide answer to this research question. The summary of analysis made in respect to research question two is presented in table 8.

Table 8: Application of rewards in teaching in secondary schools in Maiduguri and Jere Education Zones

S/N	Student's behaviour	Simple praise	Clapping of hands	Smile	Acknowledge by nodding head	Standing near the trouble maker	Reproofing	Disgrace	Ordering students to leave the class
1.	Punctuality	63 (21.9%)	47 (15.6%)	23 (6.7%)	67 (23.3%)	33 (10.4%)	12 (2.6%)	36 (11.5%)	27 (8.1%)
2.	Neatness in appearance/class task	52 (15.9%)	55 (18.9%)	21 (5.9%)	67 (23.0%)	28 (8.5%)	23 (6.7%)	28 (8.5%)	39 (12.6%)
3.	Active participation in class	49 (14.8%)	29 (7.0%)	45 (13.0%)	86 (28.9%)	25 (5.6%)	18 (3.0%)	34 (10.7%)	56 (17.0%)
4.	Well behaved during lesson	27 (8.1%)	29 (8.9%)	56 (19.3%)	84 (28.1%)	22 (6.3%)	24 (5.2%)	32 (8.1%)	53 (15.9%)
5.	Keeping quite in class	49 (14.8%)	41 (11.5%)	45 (13.3%)	73 (23.7%)	41 (11.5%)	28 (6.7%)	28 (6.7%)	37 (11.9%)
6.	Ability to answer questions in class	53 (17.8%)	51 (13.3%)	52 (16.3%)	52 (15.9%)	34 (8.9%)	36 (9.6%)	26 (5.9%)	43 (12.2%)
7.	Ability to ask question	37 (10.0%)	32 (10.0%)	40 (13.0%)	78 (27.4%)	38 (12.2%)	21 (5.9%)	26 (7.8%)	41 (13.7%)
8.	Ability to lead others	45 (15.2%)	35 (11.1%)	32 (10.4%)	50 (16.7%)	43 (14.1%)	15 (3.7%)	46 (15.6%)	40 (13.3%)
9.	Restlessness during lesson	45 (14.8%)	33 (10.4%)	51 (17.0%)	64 (22.2%)	18 (6.7%)	13 (4.8%)	21 (7.8%)	44 (16.3%)
10.	Malpractice during lesson	88 (31.1%)	51 (17.0%)	25 (7.4%)	54 (18.1%)	24 (7.0%)	12 (2.6%)	19 (5.6%)	35 (11.1%)
11.	Obedience	37 (11.9%)	19 (5.2%)	32 (10.0%)	101 (35.9%)	16 (4.1%)	26 (7.8%)	46 (15.2%)	33 (10.0%)
12.	Ability to help others	36 (11.5%)	17 (4.4%)	64 (22.2%)	71 (24.8%)	29 (8.9%)	9 (1.5%)	11 (2.2%)	69 (23.4%)
Aggregate (%)		15.6%	11.1%	12.9%	24%	8.7%	5.0%	8.8%	13.8%

Table 8 revealed the opinions of teachers on application of reward as a technique in classroom management, of which on the aggregate, 15.6% of the respondents supported the use of simple praise, 11.1% of the teachers agreed on clapping of hands, 12.9% supported the use of smile, while 24% agreed on acknowledgment by nodding of head, 8.7% of the respondents agreed on standing near the noise maker, 5.0% of the teachers agreed on reproofing, 8.8% of the respondents agreed on disgrace while 13.8% supported ordering students to leave the class in the application of reward as a technique in classroom management. This implied that the respondents had wide-ranging opinions on the application of reward as a technique of classroom management in secondary schools in Maiduguri and Jere education Zones.

Research Question Three: What effect does the application of punishment have on students in teaching in secondary schools in Maiduguri and Jere Education Zones?

Opinions of teachers were gathered in order to provide answer to this research question. The summary of analysis made in respect to research question three is presented in table 9.

Table 9: Application of punishment of students in teaching in secondary schools in Maiduguri and Jere Education Zones

S/N	Behavioural problems	Flogging or canning	Detention after school or during break	Kneeling down	Scolding and warning	Suspension from class	Fine	Additional Home work	Positioned in front of class	Standing or lying under the sun
1.	Fighting	36 (11.9%)	18 (4.8%)	22 (6.7%)	93 (33.0%)	16 (4.4%)	20 (5.9%)	35 (11.5%)	28 (8.9%)	39 (13.0%)
2.	Stealing	29 (9.3%)	17 (4.8%)	54 (18.5%)	57 (19.6%)	23 (7.0%)	9 (1.5%)	11 (2.2%)	52 (17.4%)	57 (19.6%)
3.	Bullying	26 (8.1%)	23 (6.7%)	27 (8.5%)	70 (24.4%)	11 (2.6%)	43 (14.4%)	26 (8.1%)	22 (6.7%)	59 (20.4%)
4.	Disobedience	59 (20.0%)	18 (4.8%)	26 (8.1%)	44 (14.8%)	33 (10.7%)	26 (8.1%)	11 (2.2%)	27 (8.5%)	65 (22.6%)
5.	Noisemaking	17 (4.4%)	24 (7.4%)	32 (10.4%)	74 (25.9%)	14 (3.3%)	15 (4.1%)	34 (11.1%)	31 (10.0%)	67 (23.3%)
6.	Disturbance or restlessness	46 (15.6%)	18 (4.8%)	29 (9.3%)	35 (11.5%)	27 (8.1%)	31 (10.0%)	21 (5.9%)	37 (12.2%)	65 (22.6%)
7.	Stubbornness	50 (17.0%)	19 (5.2%)	37 (12.2%)	54 (18.5%)	29 (9.3%)	23 (6.7%)	15 (4.1%)	14 (3.7%)	67 (23.3%)
8.	Examination Malpractice	48 (16.3%)	38 (12.6%)	19 (5.2%)	48 (16.3%)	28 (8.9%)	10 (1.9%)	25 (7.8%)	23 (6.7%)	70 (24.4%)
9.	Truancy	40 (13.3%)	42 (14.4%)	20 (5.6%)	50 (17.0%)	19 (5.6%)	16 (4.4%)	20 (5.9%)	34 (11.1%)	65 (22.6%)
10.	Vandalism	39 (13.0%)	20 (5.6%)	34 (11.1%)	60 (20.7%)	17 (4.8%)	12 (2.6%)	25 (7.8%)	38 (12.6%)	64 (21.9%)
11.	Defecating	52 (17.8%)	17 (4.4%)	31 (10.0%)	43 (14.4%)	32 (10.4%)	24 (8.1%)	11 (2.2%)	27 (8.5%)	69 (24.1%)
12.	Dirtiness	16 (4.4%)	27 (8.5%)	30 (9.6%)	71 (24.8%)	14 (3.3%)	16 (4.1%)	34 (11.1%)	30 (9.6%)	70 (24.4%)
13.	Lateness to class	46 (15.6%)	18 (4.8%)	29 (9.3%)	33 (10.7%)	24 (8.1%)	31 (10.0%)	20 (5.9%)	37 (12.2%)	67 (23.3%)
Aggregate (%)		12.8%	6.8%	9.6%	19.3%	6.6%	6.3%	6.6%	9.8%	22.0%

Table 9 revealed the opinions of teachers on application of punishment as a technique in classroom management, of which 12.8% of the respondents supported flogging or canning, 6.8% of the respondents agreed on detention after school or during break, 9.6% of the respondents supported kneeling down, 19.3% of the respondents agreed on scolding and warning, 6.6% of the respondents agreed on suspension from class, 6.3% supported fine, 6.6% of the respondents agreed on additional home work, 9.8% of the respondents supported position in front of class while, 22.0% of the respondents agreed on standing or lying under the sun, in the application of punishment as a technique in classroom management. This implied that the respondents had wide-ranging opinions on the

application of punishment in teaching in secondary school in Maiduguri and Jere education Zones.

Research Question Four: How do trained teachers apply the motivation technique on students in teaching in secondary schools in Maiduguri and Jere Education Zones?

Opinions of teachers were gathered in order to provide answer to this research question. The summary of analysis made in respect to research question four is presented in table 10.

Table 10: Application of motivation technique on students in teaching in secondary schools in Maiduguri and Jere Education Zones

S/N	Students' behaviours during learning	Call the student's by name during lesson	Make the beginning of the lesson interesting	Bring students to sit in front seat	Verbal praise	Bring students to teachers table	Create structures that will help people to be self-regulating	Pay attention on students' work/task
1.	Homework defaulters	66 (22.6%)	28 (8.5%)	23 (6.3%)	91 (31.9%)	23 (6.3%)	7 (0.7%)	69 (23.7%)
2.	Disturbance during lesson	39 (12.6%)	20 (5.2%)	16 (3.7%)	91 (32.2%)	37 (11.5%)	45 (14.8%)	59 (20.0%)
3.	Lack of concentration	54 (18.1%)	23 (6.7%)	57 (19.3%)	51 (17.0%)	48 (15.9%)	23 (6.3%)	50 (16.7%)
4.	Visual problems	86 (30.0%)	44 (14.4%)	19 (4.8%)	49 (16.7%)	39 (12.6%)	21 (5.9%)	47 (15.6%)
5.	Slow in writing	50 (16.7%)	36 (11.5%)	12 (2.6%)	74 (25.6%)	46 (15.2%)	37 (11.9%)	50 (16.7%)
6.	Examination Mal-practice	38 (12.2%)	41 (13.3%)	14 (3.0%)	59 (20.0%)	29 (8.9%)	30 (9.3%)	95 (33.3%)
7.	Lateness to class	41 (13.3%)	32 (10.0%)	34 (10.7%)	56 (18.9%)	70 (24.1%)	23 (6.3%)	50 (16.7%)
8.	Timidity in classroom participation	35 (11.1%)	77 (26.7%)	37 (11.9%)	53 (17.8%)	23 (6.3%)	19 (5.2%)	62 (21.1%)
9.	Untidy Class work	27 (8.1%)	16 (4.1%)	40 (13.0%)	100 (35.2%)	29 (8.5%)	29 (8.9%)	65 (22.2%)
10.	Participates actively in classroom	35 (11.1%)	35 (11.1%)	41 (13.3%)	94 (33.0%)	25 (7.0%)	23 (6.3%)	54 (18.1%)
Aggregate (%)		15.6%	11.1%	8.9%	24.8%	11.6%	7.6%	20.4%

Table 10 revealed the opinions of teachers on the application of motivation as a technique in classroom management, of which 15.6% of the respondents supported calling students by name during lesson, 11.1% of the respondents embraced making the beginning of each lesson interesting, 8.9% of the respondents agreed on bringing the students to sit in the front seat, 24.8% of the respondents supported verbal praise, 11.6% of the respondents embraced

on bringing the students to teachers' seat, 7.6% of the respondents agreed on creating structures that will help people to be self-regulating, while 20.4% of the respondents supported paying attention on students work/task, in the application of motivation as a technique in classroom management. This implied that the respondents had wide-ranging opinions on the application of motivation in teaching and learning in secondary school in Maiduguri and Jere education Zones.

Research Question Five: Is there any effect of the application of time management by teachers in teaching in secondary schools in Maiduguri and Jere Education Zones?

Opinions of teachers were gathered in order to provide answer to this research question. The summary of analysis made in respect to research question five is presented in table 11.

Table 11: Application of time management used by teachers in teaching in secondary schools in Maiduguri and Jere Education Zones

S/N	Items Statement	Yes (%)	No (%)
1.	The classroom should be properly planned.	202 (67.8%)	106 (32.2%)
2.	Teacher should check if students are properly seated before beginning the daily lesson.	217 (73.3%)	91 (26.7%)
3.	Before the lesson begins teachers should always check whether students do their homework or not.	178 (58.9%)	130 (41.1%)
4.	Teachers should adhere strictly to time limit allocated to each subject.	220 (74.4%)	88 (25.5%)
5.	Teacher should set out activities that encourage students active engagement.	261 (89.6%)	47 (10.4%)
6.	The 'wait – time' or time spent when the teacher asks and students answer questions should be extended.	147 (47.4%)	161 (52.6%)
7.	Always give back - up class work to those students who finish their class work earlier than others.	154 (50%)	154 (50%)
8.	Spend much time on difficult task	177 (58.5%)	131 (41.5%)
9.	The "transition – time" (i.e. when teachers switch or move from one lesson to the other should not be long to avoid behaviour problems	143 (45.9%)	165 (54.1%)
10.	Teachers should make the activity of a lesson immediately available (pacing activities)	145 (46.7%)	163 (53.3%)
Aggregate (%)		61.3%	38.7%

Table 11 revealed the opinions of teachers on the application of time management as a technique in classroom management, of which on the aggregate, 61.3% of the respondents admitted with the 10 ten item stated on the table against 38.7% of the respondents that

disagreed with the items stated on the application of time management as a technique in classroom management. This result implied that the teachers all attested to the fact that time management is a technique used by teachers in teaching in secondary school in Maiduguri and Jere education Zones.

4.4 Hypotheses Testing

This section tests the five hypotheses stated using chi-square (χ^2) at 0.05 level of significance. Hence, the summary of each of these hypotheses are presented as follow:

Hypothesis One: There is no significant difference in the opinions of teachers on the extent of the application of group participation as classroom management technique in secondary schools in Maiduguri and Jere Education Zones.

The opinions of teachers on application of group participation during teaching in secondary schools in Maiduguri and Jere Education Zones are analysed using chi-square (χ^2). The summary of the hypothesis tested is presented in table 12:

Table 12: Summary of Chi-square test on application of group participation during teaching

Number	χ^2 cal.	χ^2 crit.	α	Df	P-value	Decision
308	48.161	18.27	0.05	63	0.01	Rejected

Table 12 revealed that the χ^2 cal. (48.161) is greater than the χ^2 crit. (18.27) at 63 degrees of freedom and at 0.05 level of significance. This result therefore means that there is significant difference in the opinions of teachers on the application of group participation during teaching in secondary schools in Maiduguri and Jere Education Zones. The implication of this result is to reject the hypothesis which says that there is no significant difference in the opinions of teachers on the application of group participation during teaching in secondary schools in Maiduguri and Jere Education Zones.

Hypothesis Two: There is no significant difference in the opinions of teachers on the extent of the application of rewards as classroom management technique in secondary schools in Maiduguri and Jere Education Zones.

The opinions of teachers on the application of rewards during teaching and learning in secondary schools in Maiduguri and Jere Education Zones are analysed using chi-square (χ^2). The summary of the hypothesis tested is presented in table 13:

Table 13: Summary of Chi-square test on the application of rewards during teaching

Number	χ^2 cal.	χ^2 crit.	α	Df	P-value	Decision
308	93.83	18.27	0.05	77	0.04	Rejected

Table 13 revealed that the χ^2 cal. (93.83) is greater than the χ^2 crit. (18.27) at 77 degrees of freedom and at 0.05 level of significance. This result therefore means that there is significant difference in the opinions of teachers on the application of rewards during teaching and learning in secondary schools in Maiduguri and Jere Education Zones. The implication of this result is to reject the hypothesis which says that there is no significant difference in the opinions of teachers on the application of rewards during teaching and learning in secondary schools in Maiduguri and Jere Education Zones.

Hypothesis Three: There is no significant difference in the opinions of teachers on the extent of the application of punishment as classroom management technique in secondary schools in Maiduguri and Jere Education Zones.

The opinions of teachers on the application of punishment technique during teaching in secondary schools in Maiduguri and Jere Education Zones are analysed using chi-square (χ^2). The summary of the hypothesis tested is presented in table 14:

Table 14: Summary of Chi-square test on the application of punishment technique during teaching

Number	χ^2 cal.	χ^2 crit.	α	Df	P-value	Decision
308	39.452	18.27	0.05	96	0.02	Rejected

Table 14 revealed that the χ^2 cal. (39.452) is greater than the χ^2 crit. (18.27) at 96 degrees of freedom and at 0.05 level of significance. This result therefore means that there is significant difference in the opinions of teachers on the application of punishment technique during teaching and learning in secondary schools in Maiduguri and Jere Education Zones. The implication of this result is to reject the hypothesis which says that there is no significant difference in the opinions of teachers on the application of punishment technique during teaching and learning in secondary schools in Maiduguri and Jere Education Zones.

Hypothesis Four: There is no significant difference in the opinions of teachers on extent of the application of students' motivation as classroom management technique in secondary schools in Maiduguri and Jere Education Zones.

The opinions of teachers on application of motivation in teaching in secondary schools in Maiduguri and Jere Education zones are analysed using chi-square (χ^2). The summary of the hypothesis tested is presented in table 15:

Table 15: Summary of Chi-square test on the application of motivation in teaching

Number	χ^2 cal.	χ^2 crit.	α	df	P-value	Decision
308	104.67	18.27	0.05	54	0.01	Rejected

Table 15 revealed that the χ^2 cal. (104.67) is greater than the χ^2 crit. (18.27) at 54 degrees of freedom and at 0.05 level of significance. This result therefore means that there is significant difference in the opinions of teachers on application of motivation in teaching in secondary schools in Maiduguri and Jere Education zones. The implication of this result is

to reject the hypothesis which says that there is no significant difference in the opinions of teachers on application of motivation in teaching in secondary schools in Maiduguri and Jere Education zones.

Hypothesis Five: There is no significant difference on the opinions of teachers on extent of the application of time management as classroom management technique in secondary schools in Maiduguri and Jere Education Zones.

The opinions of teachers on application of time management in teaching and learning in secondary schools in Maiduguri and Jere Education Zones are analysed using chi-square (χ^2). The summary of the hypothesis tested is presented in table 16:

Table 16: Summary of Chi-square test on the application of time management in teaching and learning

Number	χ^2 cal.	χ^2 crit.	α	df	P-value	Decision
308	59.127	18.27	0.05	9	0.03	Rejected

Table 16 revealed that the χ^2 cal. (59.127) is greater than the χ^2 crit. (18.27) at 9 degrees of freedom and at 0.05 level of significance. This result therefore means that there is significant difference on the opinions of teachers on application of time management in teaching and learning in secondary schools in Maiduguri and Jere Education Zones. The implication of this result is to reject the hypothesis which says that there is no significant difference on the opinions of teachers on application of time management in teaching and learning in secondary schools in Maiduguri and Jere Education Zones.

4.5 Summary of Hypotheses Testing

This section presents the summary of the null hypotheses tested in the course of the study.

Table 4.19: Summary of Hypotheses Tested

N/S	H ₀ Statement	Statistical Tool Used	Result	Level of Sig.	Remark
1.	There is no significant difference in the opinions of teachers on the extent of the application of group participation as classroom management technique in secondary schools in Maiduguri and Jere Education Zones.	chi-square (χ^2)	P .001 is less than 0.05 level of significance.	0.05	H1 was rejected. This means that significant difference existed in the opinions of respondents.
2.	There is no significant difference in the opinions of teachers on the extent of the application of rewards as classroom management technique on teaching in secondary schools in Maiduguri and Jere Education Zones.	chi-square (χ^2)	P .04 is less than 0.05 level of significance.	0.05	H2 was rejected. This means that there is significant difference in the opinions of respondents.
3.	There is no significant difference in the opinions of teachers on the extent of the application of punishment as classroom management technique on teaching in secondary schools in Maiduguri and Jere Education Zones.	chi-square (χ^2)	P .02 is less than 0.05 level of significance.	0.05	H3 was rejected. This means that significant difference existed in the opinions of respondents.
4.	There is no significant difference in the opinions of teachers on extent of the application of students' motivation as classroom management technique on teaching in secondary schools in Maiduguri and Jere Education Zones.	chi-square (χ^2)	P .01 is less than 0.05 level of significance.	0.05	H4 was rejected. This means that there is significant difference in the opinions of respondents.
5.	There is no significant difference on the opinions of teachers on extent of the application of time management as classroom management technique on teaching in secondary schools in Maiduguri and Jere Education Zones..	chi-square (χ^2)	P .03 is less than 0.05 level of significance.	0.05	H5 was rejected. This means that significant difference existed in the opinions of respondents.

4.5 Summary of Major Findings

The study revealed that:

1. Majority of teachers in secondary schools in Maiduguri and Jere Education Zones employed group participation to manage their class;
2. In most secondary schools, teachers used rewards such as well done, that is great, clapping of hands and he/she has done well;

3. Teachers in secondary schools, employed punishment such as kneel down; stand up, flogging and suspension;
4. The study further reveals that most teachers in secondary schools use motivational techniques like calling the student by name, paying close attention on student's work, encouraging slow writers among others; and
5. Proper planning of lessons, being strict to time allocated, checking students' homework among others helped teachers in managing students' behaviours in class.

4.6 Discussion of the Findings

In view of the findings from this research, the following discussions were made: The result on research question one revealed that the respondents had wide-ranging opinions on the application of group participation as a technique of classroom management in secondary schools in Maiduguri and Jere education Zones. Hence, hypothesis one which says that there is no significant difference in the opinions of teachers on the application of group participation during teaching in secondary schools in Maiduguri and Jere Education Zones was rejected. This finding agreed with the earlier finding on a research conducted by Azin (2012) which confirmed that the classroom management strategy used by teachers in primary school to be effective as well as the interaction between the teachers and students.

Finding on research question two revealed that the respondents had wide-ranging opinions on the effect of class size on application of reward as a technique of classroom management in secondary schools in Maiduguri and Jere education Zones. Hence, hypothesis two which says that there is no significant difference in the opinions of teachers on the application of rewards during teaching and learning in secondary schools in Maiduguri and Jere Education Zones was rejected. This finding concurred with that of Khatri (2012) which revealed that the use of techniques like teaching material, motivation, reward, group division, managing

facilities, interaction with students, punishment, used of group-work as techniques helps in classroom management.

Finding on research question three revealed that the respondents had wide-ranging opinions on the effect of class size on the application of punishment in teaching in secondary school in Maiduguri and Jere education Zones. Hence, hypothesis three which says that there is no significant difference in the opinions of teachers on the application of punishment technique during teaching and learning in secondary schools in Maiduguri and Jere Education Zones was rejected. This finding agreed with earlier study by Serakwane (2007) on classroom discipline strategies which are currently used by educators which focus on processes and interactions that explain effectiveness. The similarity with this study is that both research aim at improving the secondary school learning.

The result on research question four revealed that the respondents had wide-ranging opinions on the motivation in teaching and learning in secondary school in Maiduguri and Jere education Zones. Hence, hypothesis four which says that there is no significant difference in the opinions of teachers on effects of class size on application of motivation in teaching in secondary schools in Maiduguri and Jere Education zones was rejected. This finding supported the finding of Kaliska (2002) which indicated that, application of motivation in classroom management is a unique approach and had goals and objective.

Finding on research question five revealed that the teachers all attested to the fact that time management is a technique used by teachers in teaching in secondary school in Maiduguri and Jere education Zones. Hence, hypothesis five which says that there is no significant difference on the opinions of teachers on effects of class size on application of time management in teaching and learning in secondary schools in Maiduguri and Jere Education Zones was rejected. This finding supported the finding of Oyinloye (2010) which indicated that, if school classroom are organized for easy mobility of teachers and pupils, under

specific rules, then the classroom will be managed and regulated. And also the study shows that teachers will be able to manage external forces such as noisemaking and other disruptive students' behaviour from other classes.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The study evaluated the application of classroom management techniques in secondary schools in Maiduguri and Jere Education Zones, Borno State, Nigeria. Its focus was to examine the application of group participation as classroom management technique in secondary schools in Maiduguri and Jere Education Zones; evaluate the application of rewards as classroom management technique in secondary schools in Maiduguri and Jere Education Zones; assess the application of punishment as classroom management technique in secondary schools in Maiduguri and Jere Education Zones; ascertain the application of students' motivation as classroom management technique in secondary schools in Maiduguri and Jere Education Zones; and ascertain the application of time management as classroom management technique in secondary schools in Maiduguri and Jere Education Zones. Five corresponding research questions were raised and five null hypotheses were formulated and tested for the study in line with the objectives of the study.

Relevant literatures were review in order to establish bases for the study. Descriptive survey research design was used in the study. The population of the study was one thousand and sixty three (1063) from public schools and nine hundred and seventy two (972) private school teachers. A sample size of two hundred and seventy eight (319) teachers from public secondary schools was used in the study. A structured questionnaire was used for data collection in the study. The validated instrument was pilot tested and a reliability coefficient of 0.79 was obtained which indicated high level of reliability for the instrument. The information from the questionnaire was collected and analysed using frequency count and simple percentage, while chi-square (χ^2) was used to test the hypotheses stated at 0.05 level of significance.

Findings of the hypotheses tested revealed that all the five null hypotheses formulated in the study were rejected because there was difference in the opinions of teachers on the application of classroom management techniques on teaching in secondary schools in Maiduguri and Jere Education Zones, Borno State, Nigeria. The major findings from the data analysis and test of hypotheses are stated as follows:

1. There was difference in the opinions of teachers on the application of group participation during teaching in secondary schools in Maiduguri and Jere Education Zones.
2. There was difference in the opinions of teachers on the application of rewards during teaching in secondary schools in Maiduguri and Jere Education Zones.
3. There was difference in the opinions of teachers on the application of punishment technique during teaching in secondary schools in Maiduguri and Jere Education Zones.
4. There was difference in the opinions of teachers on the application of motivation in teaching in secondary schools in Maiduguri and Jere Education zones.
5. There was difference in the opinions of teachers on the application of time management in teaching in secondary schools in Maiduguri and Jere Education Zones.

5.2 Conclusion

Conclusion was drawn based on the findings from the study that group participation has great influence on the student's performance. Teachers' establish guiding rules, rewarding students for any positive behaviour, exchange of answer sheets, arranging students in groups, making of eye contact to correct student and teacher move around to supervise students as a technique use to manage student's behaviour in class. Teachers also employ various forms of management techniques like punishment ranging from flogging,

positioning of student in front of class during lesson, suspension from class, and giving warning to student. These punishments are used by classroom teachers in public and private schools to manage students' behavioural problems during lessons. In addition, teachers application of reward technique differs, some teachers' uses forms of rewarding students like clapping of hands and simple praises, nodding of hand when student answer question correctly in class, while other teachers' uses warning, disgracing of student to reward inappropriate behaviour in student. More so, effective teaching and learning depends on the forms of motivation given by the teacher. Motivation technique like; making the beginning of every lesson interesting, calling student by name during lesson, verbal praises, identifying students with visual problem, slow in writing and understanding of lesson. The teacher uses this technique to pay attention to students' problems and work, and provide learning task to manage the behaviour of the students during lesson despite the class size. Lastly, it can be inferred that application of time management technique is very good in managing student behaviour in any class population. When a teacher is able to utilize the time allocated to him effectively, students will participate fully in the lesson and activity of the class and also manage the disruptive behaviour of the students.

5.3 Recommendations

Having investigated the applications of classroom management techniques in secondary schools in Maiduguri and Jere Education Zones, the following recommendations for improvement were made:

1. Teachers should encourage students' involvement in group participation having in mind their individual differences. This will help the teacher carry his students along and ensure effective learning in both small and large class.
2. Teachers in secondary school should apply forms of punishment like flogging, kneeling in front of the classroom, scolding and warning of students. However when

applying punishment technique, teacher should consider the student's health, so that student behavioural problems can be manage.

3. Teachers should use reward technique like praising student, clapping of hands, immediate recognition of student's behaviour in classroom and disgracing student inappropriate behaviours. When these forms are skilfully applied by the teacher, it will enhance student's learning.
4. Teachers should be trained and retrain in the teaching process as this will help them update their knowledge on the various motivation techniques to manage any classroom size.
5. School administrator should provide wall clock in each classroom. This will help teachers to effectively use their allocated time for each subject by coving expected lesson for the day and also engaging students in classroom activity.

5.4 Suggestions for Further Studies

1. There is need for further research of this topic in primary schools in the whole of Borno State. Reason for further investigation carried out into this topic would help to produce information that might be useful for generalization in secondary schools in Nigeria.
2. In addition, there is need to assess the importance of non-verbal communication in classroom management in the whole of Borno State.
3. Impact of discipline and the corresponding influence on positive behaviour management should be studied.
4. The effects of group composition on achievement and time on task for students completing activities in cooperative pairs should be studied in primary schools in Borno State.

REFERENCES

- Adeyemi, J. K. (1998). Costs in education in educational management for sub - Saharan Africa, M. Nwadiani, (ed) Benin. City Nigerian society for educational managements planning (NSEP) in Association with monose Amalgamates, app; 74-75.
- Alberto, P. A., & Troutman, A. C. (1986). Applied behaviour analysis for teachers. In K.T. Henson & B.F. Henson & B.F. Eller (1999:404)(Ed,); Educational Psychology for Effective Teaching, Weds worth publishing company. USA.
- Arif, H.M. (2003). Human development and learning, Majeed book depot, labore, Pakistan.
- Arogundade, B.B., & Balarinwa, D.A. (2011). Teachers' work environment as correlate of classroom management in Ekiti state government secondary schools. Journal of Emerging Trends in Educational Research and policy studies (JETERAPS), 2(4), 234-238.
- Ballentine, A. (2003). Non-Monetary rewards in the workplace. Retieved February 10th, 2012 From [www.mightystudents.com/.../ non-monetary rewards. Workplace. 9716?..-united states](http://www.mightystudents.com/.../non-monetary-rewards-workplace-9716?..-united-states).
- Barbara, C. (2002). Inner Discipline in [www.http//managing the Classroom Environment](http://www.managingtheClassroomEnvironment.com) (Retrieved 4/9/12).
- Barbeta, P.M., Norona, K. L. & Bkard, D.F. (2005). Classroom Behaviour Management: A Dozen SCommon Mistakes and what to do instead. *Preventing school Failure*, 49 (3).11-19.
- Bartol, K. M. & Martin, D. C. (1998). *Management*. New York: McGraw-Hill.
- Becher, T. (1999), making audit acceptable: A collegial approach to quality assurance in quality management in higher education institutions higher education quarterly, 46(1), 47-66.
- Blair, J.S. (1975). *Educational Psychology*. New York. Macmillan publishing company.
- Bowden, J. & Marton, F. (1998). The university of learning; beyond quality and competence in higher education. London: Kogan page.
- Brophy, J.E. (1986). *Motivating students to learn*. Boston: McGraw Hill.
- Business Processing Association Philippines (BPAP) (2012). Trainers methodology plus facilitate learning sessions. Developed by BPAP.
- Cameron, J., & Pierce, W. D. (2006). Rewards and intrinsic motivation: Resolving the controversy. United state; Bargin and Garvey.
- Canter, L. & Canter, M. (1976). *Assertive discipline: a take charge* Santa Monica, California: Lee Canter & Associates.
- Canter, L. (1992). *Assertive Discipline: positive Behaviour Management for today's classroom*. Santa Monica, CA: Canter & Associates incorporated.
- Chukwumah, F.O. & Ezeughor (2015), Problem of implementation of strategic plan for secondary schools improvement in Anambra state: academic journals, vol.10. pp. 1384-1389. Doi: 10, 5897/ERR2015:2177.

- Cokmak, M. (2009). The perceptions of student teachers about the effects of class size with regard to effective teaching process. The qualitative report. <http://www.nova.edu/ssss/QR/QR14-3/Cokmak.pdf>.
- Cowley, J.S. (2003). *Covenla Guide to Teaching*. London: Penguins.
- Crane (2001) in [www.http//managing the classroom Environment](http://www.managingthelearningenvironment.com). (Retrieved 4/9/12).
- Croll, P. & Hasting, N. (1996). Effective primary teaching – research based classroom strategies. London: David Fulton.
- Crookes, G. & Schmidt, R. W. (1991). Motivation; Reopening the research agenda. *Language learning*, 41, 469-512.
- Culling Ford, C. (1995). *The Effective Teacher*. London: Casseell Printing Press.
- Dornyel, Z., & Csizer, K. (1998). Ten commandents for motivating language learners; Results of an empirical study, language teaching research.
- Doyle, W. (1986), *Classroom Management and Organization in the handbook of research and teaching* (3rd ed.). Austin: University of Texas.
- Ekundayo, H. T., Konwea, P. E., & Yusuf, M. A., (2010). Towards effective time management among lectures in Nigerian universities. *Journal of emerging Trends in educational Research and policy studies*, 1(1), 22-24.
- Emmer, E.T. & Stough, I.M (2001). Classroom Management: A Critical part of educational psychology, with implications for teacher education. *Education psychologists*, 36 (2), 103-112.
- Everston, C.M., Emmer, E.J. & Clement, B.S. (1997). *Classroom Management for elementary teachers* (4th ed.). USA: Allyn and Bacin.
- Edwards, C.H., & Watt, S. V. (2004). css
- Fayol, H. (1961). *General and industrial Management*. London: Pitman and Sons.
- Ferreira, A. & Otley, P. (2009). The design and use of performance management system: an extended framework for analysis. *Manage Account Res* 20:263-282.
- Gaiton, M. & Hargreaves, L. (1996). Today I felt I was actually teaching; The effects of class size on teachers' classroom behaviour. *Education Review*, 10(2), 26-33.
- Goldberg, M.D. (1994). A development investigation of intrinsic motivation: Correlates, causes, and consequences in high ability students. Doctorial dissertation, University of Virginia, 1994. *Dissertation abstract international*. 55-04B
- Gray, J. & Richer, J. (1988). *Classroom responses to Disruptive Behaviour*. Basingstoke: Macmillan Education.
- Hoffman, G.L., (1980). Pupil- teacher ratios and academic performance; An experimental analysis. Unpublished ph. D. Thesis, university of Kensas, USA. Dissertation, Abstracts on CD ROM. Order NO.AAC8102015.
- Jones, E., & Villar, N.G. (1996). What goes up on the classroom walls and why? *Young Children* 49 (2): 38-39.

- Jones, V. F. & Jones, L. S. (2012). *Comprehensive classroom management: creating communities of support and solving problems* (10th Edition). Prentice hall; ISBN: 978-0132697088.
- Joubert, R. & Squelch, J. (2005). *Learning discipline – in schools*. Pretoria: Centre for education Law and education Policy (CELP).
- Kaliska, P. (2002). A comprehensive study identifying the most effective classroom management techniques and practices. Master's thesis in education. The graduate school, university of Wisconsin-Stout Mnemonics, WI.
- Kathleen, Mc Frederic, L. & James, HM. (1994), *Educational psychology*. New York: the Dush Kin Publishing Group. Inc
- Kauchak, D & Eggen, P. (2008), *Introduction to teaching: becoming a Professional* (3rd ed.).New York: NJ Pearson Education, Inc
- Kedney, R.J. (1989), *Performance measurement in non-advanced further education. The use of statistics unpublished ph. D. Thesis university of Lancaster uk*. British Dissertation Abstracts. 40-5155.
- Kight, D. & Roseboro, J. (1998), *Positive guidance and discipline*. North Carolina state University. Department of family and consumer sciences
- Kokkelenbery, E. C, Dillion, M. & Christy, S.M., (2008), *The effects of class size on students grades at public university*. *Economics of education review*, vol.27, no-2, April 2008, pp. 221-33.
- Lengnick-Hall, C & Sanders, M. (1997), *Designing Effective Learning Systems for Management education*. *Academy of Management Journal*, 40 (6), 1334-1368.
- Luthans, F. (1998). *Organisational behaviour*. Boston: Irwin McGraw- Hill.
- Martens, B. K., & Meller, P. J (1990). The application of behaviour principles to educational settings. In T.B Gut kin & CR. Reynolds (eds), *the handbook of school psychology* (2nd ed). (p. 612-634). New York.
- Martins, M., Yin, R., & Baldwin, N. (1998). *classroom Management*. Accessed on 8/5/12 from <http://www.classroommanagement.com>
- Marzono & Marzono (2003). *Classroom management models*. Accessed 7/9/12 from <http://www.classroom.edu>.
- Mc Keechie, M. (1997). *How can I best manage my classroom?* Education Digest. London.
- McManus, M. (1989). *troublesome Behaviour in the classroom: a Teacher's survival guide*. London: Routledge.
- Melissa, K. (2011). *Top 10 tips for classroom discipline and management*. From <http://www.about.com'guide> (accessed on 18th/7/2011)
- Montalvo, G. P. (1998). *pleasing the teacher*. Dissertation abstracts international section A: humanities and social science 58 (8-A).
- Neglieri, J. A., & Gottling, S. H. (1997). *Mathematics instruction and pass cognitive processes: An interventionstudy*; *Journal of learning disabilities*, V, 513-520.

- Okoro, D. U. C. (1985). "Date need for educational planning" paper presented at the meeting of educational planners/ statisticians from federal / state ministries of education held at the federal ministry of education, Logos Nigeria. 27-28 November, p p 14 -25.
- Olaniyi, W.O. (1998). Conceptual approach to educational administration: Patrick Ade printing press.
- Olson, G. (1993). Motivation, Motivation, Motivation – secondary school educators. Retrieved from <http://7-12educatorsabout.com>.
- Organisation for economic cooperation and development (OECD) (2013). "*How many students are in each classroom?*" in Education at a glance2013: highlight, OECD publishing.US
- Oyinloye, G.O. (2010). Primary school teachers' perception of classroom management and its influence on pupils activity, *European journal of Educational studies*, 2 (3), Ozean publication, pp.305-312.
- Palmer, D. (2007). what is the best way to motivate students in science? Teaching Science. *Journal of the Australian science Teachers (ASS)*, 53 (1).
- Peter, B., Paul, B. & Penelope, B. (2011). Examining the effects of class size on classroom engagement and teacher-pupil interaction: Differences in relation to pupil prior attainment primary vs. secondary schools: Learning and instruction. Www. Elecvier.com/location/learninstruc.
- Podmore, V. N. (1998). Class size in the first years at school: A New Zealand perspective on the international literature. *International journal of Educational Research*, 29, 711-721.
- Robert, J.R. (1998), Class size: Does it really matter? Vocational foundation Inc. Brooklyn, NY.
- Rys, M. (2007). The effect of rewards on the attitude towards knowledge sharing in organizations: universiteit Maastricht, Netherlands.
- Sadkar, M. & Sadkar, D. (1986), *Teaching skills*. New York: Dc Health and company
- Savage, T.V. & Savage, S. (2010). Classroom management. Accessed 3/10/12 in [www.http://managingtheclassroomenvironment.com](http://www.managingtheclassroomenvironment.com)
- Savage, T.V. (1999). *Teaching self-control through management and discipline*. Boston Mass: Allyn & Bacon.
- Serakwane, J. M. (2007). Establishing discipline in the contemporary classroom. Masters projects in education management and policy studies (accessed 3/10/12) in [www.http/university of Pretoria.com](http://www.universityofpretoria.com).
- Sims, W. E., & Martuiez, B. B (1981). Perspectives in Multicultural Education. New York: university press of America.
- Squidoo, H.Q. (2011), classroom Management Technique. From <http://www.classroommanagent.com>
- Williams, M. & Borden, R. (1997). Psychology for language teachers. Cambridge: Cambridge university press.

APPENDIX I

Department of Education,
Foundation and Curriculum,
Ahmadu Bello University,
Zaria.

QUESTIONNAIRE ON APPLICATION OF CLASSROOM MANAGEMENT TECHNIQUES IN SECONDARY SCHOOLS IN MAIDUGURI AND JERE EDUCATION ZONES, NIGERIA

TEACHERS' PERSPECTIVE QUESTIONNAIRE (TPQ)

Dear Respondent,

This questionnaire is aimed at getting information from teachers on the above topic used in the classroom. Your response on the above topic will contribute greatly not only toward the success of the work but also to effective use of management techniques in secondary schools in Nigeria. Be assured that your responses will be kept strictly confidential. Thank you for your cooperation.

Yours faithfully,

Ruth Ellan Salmamza

Department of Education,
Foundation and Curriculum,
Ahmadu Bello University,
Zaria.

**QUESTIONNAIRE ON APPLICATION OF CLASSROOM MANAGEMENT
TECHNIQUES IN SECONDARY SCHOOLS IN MAIDUGURI AND JERE
EDUCATION ZONES, NIGERIA**

TEACHERS' PERSPECTIVE QUESTIONNAIRE (TPQ)

This is a research for post graduate study on Application of Classroom Management Techniques on Teaching in Secondary Schools in Maiduguri and Jere Education Zones, Nigeria.

You have been chosen as one of the subject for this study, could you please, respond to the issues below as honestly as you can, so as to ensure the validity of the findings.

There are two (2) 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 purpose only.

Yours Sincerely,

Ruth Ellan Salmamza

SECTION A

BIO – DATA

Please indicate your choice by putting a tick [] in the appropriate place.

School information

Name of school.....

1. Type of school: (a) Public [] (b) Private []

2. Gender: (a) Male [] (b) Female []

3. Age of the teacher:

(a) 20-25 years []

(b) 26-30 years []

(c) 31-35 years []

(c) 36-40 years []

(d) 41-45 years []

(e) 46 and Above []

4. Qualification:

(a) NCE [] (b) B.A [] (c) B.A (Ed) [] (c) B (Ed) []

(d) Others (please specify).....

8. Years of teaching experience:

(a) 1-5 years [] (b) 6-10 years [] (c) 11-15 years []

(c) 16-20 years [] (d) 21-25 years [] (e) 26 and Above []

SECTION B: Application of Group Participation as a Technique in Classroom

Tick [√] from the appropriate box that corresponds with your view on the use of group participation, as a management technique.

FORMS OF CLASSROOM MANAGEMENT APPLIED									
S/N	Types of group participation	Specify rules before activity begin	Arrange students to seat group	Making of eye contact during group work	Exchange answer sheet among for marking	Reward groups for any positive behavior	Select members to represent groups	Teacher to move round and supervision	Use non-verbal signal to direct students behavior
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 C: Application of Reward as a Technique in Classroom Management

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

FORMS OF REWARD APPLIED									
S/N	Student's behaviour	Simple praise	Clapping of hands	Smile	Acknowledge by nodding head	Standing near the trouble maker	Reproofing	Disgrace	Ordering students 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	Obedience								
12	Ability to help others								

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

SECTION D: Application of Punishment as a Technique in Classroom Management

Tick [√] from the appropriate box that corresponds with your view on the application of punishment as a classroom management technique

FORM OF PUNISHMENT APPLICATION										
S/N	Behavioural problems	Flogging or canning	Detention after school or during break	Kneeling down	Scolding and warning	Suspension from class	Fine	Additional Home work	Positioned in front of 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 E: Application of Motivation as a Technique in Classroom

Tick [√] from the appropriate box that responds with your view in applying motivation as a management technique.

FORMS OF MOTIVATION APPLIED								
S/N	Students' behaviours during learning	Call the student's by name during lesson	Make the beginning of the lesson interesting	Bring students to sit in front seat	Verbal praise	Bring students to teachers table	Create structures that will help people to be self-regulating	Pay attention on students' work/task
1	Homework 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 motivation, 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 applying time management as a technique management of classroom.

S/N	Items	YES	NO
1	The classroom should be properly planned.		
2	Teacher should check if students are properly seated before beginning the daily lesson.		
3	Before the lesson begins teachers should always check whether students do their homework or not.		
4	Teachers should adhere strictly to time limit allocated to each subject.		
5	Teacher should set out activities that encourage students active engagement.		
6	The ‘wait – time’ or time spent when the teacher asks and students answer questions should be extended.		
7	Always give back - up class work to those students 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 behaviour problems		
10	Teachers should make the activity of a lesson immediately available (pacing activities)		

SECTION B

GROUP PARTICIPATION: Tick [√] from the appropriate box that corresponds with your technique on the use of group participation as a management technique.

Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD)

S/N	Item statement	SA	A	U	D	SD
1	That rules are specified before group assignment by the teacher.					
2	Students are divided into groups for group discussion helps them to learn working together.					
3	That collaborative learning among students by reviewing each other's work helps a lot.					
4	Rewarding of groups for any positive behaviours during group project encourage students' to behave well.					
5	That by making eye contact with student' during group activity in class helps students' to serious during group work.					
6	Poor motivation by the teacher reduces students' concentration in class.					
7	That teacher use signal to correct students' behaviours during group classwork.					
8	Dividing students into various groups enhance s team work.					
9	There is proper teachers' supervision during class activity.					
10	That exchange of answer sheet between students for making helps them to participation in group work.					

SECTION C

REWARDS: Tick [√] from the appropriate box that corresponds with your techniques on the use of rewards as a management technique.

Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD)

S/N	Item statement	SA	S	U	D	SD
1	Teacher immediately recognize well- behaved students during lesson.					
2	Rewarding of students punctuality to class by the teacher in form of recognition.					
3	Teacher encourage student's clap hands when one answers question correctly during lesson.					
4	Teacher encourage student by smiling when they actively participate in class.					
5	Teacher encourages students to ask questions in class by rewarding them.					
6	Reproofing when caught in exam malpractice.					
7	Teacher praise students when they obey rules set in the class during lesson					
8	Disgrace student when he is disobedient during lesson will enhance behaviour change.					
9	Teacher encourage students to help their peers understand lessons better.					
10	That teachers' reward encourage learning by motivating his students.					

SECTION D

PUNISHMENT: Tick [√] from the appropriate box that corresponds with your technique on the use of punishment as a management technique.

Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD)

S/N	Item statement	SA	A	U	D	SD
1	Student is ask to kneel down when making noise in during lesson.					
2	Student detention after school when caught fighting during lesson.					
3	Teacher flogs student when late for classes.					
4	That student should stand under the sun when they disobey teacher's instructions in class.					
5	Giving additional assignment to students' after copying each others' work.					
6	Positioning of student in front of class during lesson when distoping the class.					
7	Verbal reprimends by the teacher when student distract other students attention during lesson.					
8	Teacher suspend student from class when student misbehaviour.					
9	Scolding when student is caught in exam malpractice.					
10	That teacher flogs student for bulling other student during lesson.					

SECTION E

STUDENT'S MOTIVATION

Tick [√] from the appropriate box that corresponds with your technique on the use of student's motivation as a management technique.

Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD)

S/N	Item statement	SA	A	U	D	SD
1	When teacher makes the beginning of each lesson interesting, it motivate them to learn.					
2	Identifying student's with visual problem and rearranging seating position helps student learning.					
3	Teacher provide learning activity in class after every lesson.					
4	Paying close attention to students who are slow in learning by motivating them.					
5	Active communication by motivating students to answer question in class.					
6	That teacher encourage student to actively participation in any given activity.					
7	Teacher create structures that will encourage students' self- regulating and learning in class.					
8	Teacher should motivate students to come early to class before lessons begin.					
9	Calling students by name helps them to concentrate during lesson.					
10	Teacher should praise students' when they perform very well in class.					

SECTION F:

Application of time Management as a Technique in Classroom Management

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

S/N	Items	YES	NO
1	The classroom should be properly planned.		
2	Teacher should check if students are properly seated before beginning the daily lesson.		
3	Before the lesson begins teachers should always check whether students do their homework or not.		
4	Teachers should adhere strictly to time limit allocated to each subject.		
5	Teacher should set out activities that encourage students active engagement.		
6	The 'wait – time' or time spent when the teacher asks and students answer questions should be extended.		
7	Always give back - up class work to those students 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 behaviour problems		
10	Teachers should make the activity of a lesson immediately available (pacing activities)		