APPLICATION OF CLASSROOM MANAGEMENT TECHNIQUES IN SECONDARY SCHOOLS IN OYUN LOCAL GOVERNMENT AREA OF KWARA STATE, NIGERIA

BY

Oluwatosin Mojirade OLANREWAJU
B. Sc. Mass Communication (ABU) 2006
PGDE (ABU) 2012
M.ED/EDUC/40743/2012-2013

A DISSERTATION SUMBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A MASTER DEGREE IN EDUCATION ADMINISTRATION AND PLANNING, DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM, FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY ZARIA, NIGERIA

AUGUST, 2017

DECLARATION

I hereby declare that the work in the dissertation entitled "Application of Classroom Management Techniques in Secondary Schools in Oyun Local Government of Kwara State, Nigeria" has been carried out by me in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. 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 been presented for another degree or diploma at this or any other Institution

_____ _____

Oluwatosin Mojirade OLANREWAJU Date

CERTIFICATION

This dissertation entitled APPLICATION OF CLASSROOM MANAGEMENT TECHNIQUES IN SECONDARY SCHOOLS IN OYUN LOCAL GOVERNMENT OF KWARA STATE, NIGERIA by OLUWATOSIN MOJIRADE OLANREWAJU meets the regulations governing the award of the degree of Master of Education in Educational Administration and Planning of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation

_____ _____

Prof. B. A. Maina — Date
Chairman, Supervisory Committee

_____ _____

Dr. M. I. Harbau — Date
Member, Supervisory Committee

_____ _____

Prof. B. A. Maina — Date
Head Department of Educational
Foundations and Curriculum

_____ _____

Prof. S. Z. Abubakar — Date
Dean, School of Postgraduate Studies

DEDICATION

I dedicate this work to my lovely daughters Oluwadabira and Oluwatodimu who have been very understanding.

ACKNOWLEDGEMENTS

I thank Almighty God for giving me the privilege to successfully complete my master degree programme. To Him alone be all glory. I wish to express my profound gratitude to my supervisors Prof. B. A. Maina and Dr M .I. Harbau who painstakingly supervised this dissertation. I thank them for their thoroughness, advice, corrections and timely counsels.

I thank Dr A. A. Igunnu, for her great input in the work. I thank my husband, Pastor Olanrewaju Ashonibare for his all round support, I appreciate him and love him. I equally wish to register my gratitude to my parents who supported me in all ramifications throughout my course of study and research. I want to appreciate my able class representative for encouraging me all through this work.

ABSTRACT

This study investigated Application of Classroom Management Techniques in Secondary Schools in Oyun Local Government Area of Kwara State, Nigeria. The study was carried out with seven objectives among which are to examine the opinions of principals, teachers and inspector on the application of time management, application of reward and application of punishment during classroom management in secondary schools in Oyun Local Government Area of Kwara State, Nigeria. Seven research questions were raised in line with the objectives and the hypotheses. Relevant literatures were reviewed on the key variables of the study. Descriptive research design was used in this study. The population of the study was 340 with the sample size of 19 principals, 283 teachers and 38 inspectors, making a total of 340 used as the sample. The instrument used for the study was structured questionnaire, tagged "Classroom Management Technique Questionnaire (CMTQ)". This instrument was validated by the researcher supervisors and pilot tested, which showed a reliability index of 0.94. The demographic data of the respondents were analyzed using frequency count and percentages while mean and standard deviation were used to answer the research questions. All the hypotheses were tested using Analysis of Variance (ANOVA) at 0.05 level of significance. Findings from the study showed that, there was low level of communication between the teacher and student about what to do on the application of time management in secondary schools and poor application of group participation by the students does not encouraged and maintained their academic and social relations in secondary schools in Oyun Local Government Area of Kwara State, Nigeria. In view of these findings, the study concluded that the teacher ability to handle unpleasant behaviour in the classroom sets an example for students to see the necessity to behave themselves. Recommendations was made among others that time management skills of the teacher during classroom instruction should be sustained while efforts should be directed towards avoiding those factors that constitute impediments to their time management skills; the use of reward during classroom instruction should be regulated as this may be encouraging docility and defense to authority rather than originality and spontaneity of effort; and application of punishment during classroom instruction should be made a temporary drive as students always associate fear of pain with study, and it is not healthy to keep students under a permanent state of siege.

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LIST OF ABBREVIATIONS

ADHD Attention-Deficit Hyperactivity Disorder

CMT Classroom Management Technique

ISS In-School Suspension

L2 Second Language

OECD Organisation for Economic Co-operation and Development

OSS Out-of-School Suspension

SGB School Governing Body

OPERATIONAL DEFINITION OF TERMS

The following are the operational definition of the key terms used in this research:

Class Arrangement is the act of defining and clarifying the physical space of the classroom to enables students anticipate in the activity that will be held in each area.

Discipline: Training expected to produce a specific character of pattern of behaviour especially training that produces moral or mental improvement.

Management: The act of being or charge of something in order to cope with the situation and succeed, It is also the total utilization of both human and material resources in a cooperative effort, to achieve a set goal

Punishment: This is an action taken against someone for deviation from the schools rules or codes of conduct.

Reward: A thing that you are given because you have done something good.

Students Group Participation means keeping students busy and on task while they are working together.

Technique: A practical skill, and applied to a particular task.

Time management is the ability to produce and follow a schedule, meet deadlines, prioritize and minimize distractions and unimportant tasks.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Classroom is the immediate management environment for formal knowledge acquisition. It is a shelter for both teachers and learners so as to engage in educative activities. Classroom is made up of the teacher, the learners, learning equipment and the environment. Kimberly (2001) stated the five characteristics of a classroom as security, open communication, mutual likeness, shared goals and connectedness. Management on the other hand, can be seen as the process of designing and maintaining any setting in which people work in groups for the purpose of accomplishing predetermined goals. The idea of any setting equally indicates that management is applicable to all establishments which do not exonerate educational setting.

Management involves the act of running or controlling or skill of dealing with people or situations in any way (Adeyemo, 2012). Also, management is defined as a method where a group of people at the highest level of organization plan, organize, communicate, coordinate, control and direct the actions and activities of people who work for the organization toward the achievement of organizational objectives (Loomiz, 1989 in Adeyemo, 2012). Some people believe that education and management are incompatible; management is seen as process that happens in industry but not in education. The management role of a teacher therefore is not the same as that of an accountant or of a bank manager, but the management role is certainly an institution that has specific objectives and a school is not an exception. In order to achieve its aims, a school has to have objectives, and to achieve these objectives, the various people with responsibilities in the school especially in a classroom have to plan, organize and lead.

Classroom management is the term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behaviour by students. The term also implies the prevention of disruptive behaviour. It is possibly the most difficult aspect of teaching for many teachers; indeed experienced problems in this area cause some to leave teaching. Classroom management is a complex set of articulate behaviour which the teacher uses to establish and maintain conditions to enable learners achieve instructional objectives efficiently. Brown (1995) looked at classroom management as a process involving the organization of certain academic tasks which are essential for effective teaching and learning in a specific set up. Classroom management first became a popular topic in education during the 1970 and 1980 (Tavares, 1996 & Butchart, 1995). The focus in these early years was primarily on making the classroom safe and establishing behaviour management, used to control and shape students behaviour to conform to school rules by the classroom teacher. Classroom management using an authoritarian or punitive approach could repress disorderly behaviour, but it might not foster student's growth or allow the acquisition of more sophisticated modes of learning, such as critical thinking and reflection (Jones, 1995).

In the 1990s classroom management developed beyond a set of educational techniques to become a complex process in which an environment is constructed in an on-going reciprocal manner. This process included dialogue between teachers and students, reflection on past and present experiences, and looking at how one's behaviour affected others in the environment (Schneider, 1996). Research from Balmer, Brophy and Good in Adeyemo (2012) shows that the time teacher has to correct misbehaviour caused by poor classroom management skills result in a lower rate of academic engagement in the classroom. From the students' perspective, effective classroom management involves clear communication of behaviour and academic expectations as well as a cooperative learning

environment. Apparently, classroom management is closely linked to issues of motivation, reinforcement, reward, discipline and respect (Naong, 2007). There are instances of some situations in the classroom that has necessitated the application of adequate management techniques by the teacher, these among others include: Students undermining the teacher's authority; students leaving class too frequently, sometimes without permission; sitting and backing the teacher during lesson; reading other materials or doing other things like discussion or noise making during lesson; eating or chewing gum while the class is going on; and students sleeping in the class during the lesson. All these should be considered rude and should not be tolerated. Other issues faced in the classes are: refusal to participate or speak during lesson, students sometimes become naughty and refuse to participate in classroom activities, fighting in the class, telling lies, stealing, copying other students' work during test or examinations, lack of toilet training, for instance and the likes. All these types of behaviour are management problems which need adequate classroom management techniques to tackle them. In countries like the U.S. and Malaysia, there are media publications, where teachers have been charged with assault on learners; teachers have used sticks to hit the children (Naong, 2007).

A significant body of research also attests to the fact that classroom organization and behaviour management competencies significantly influence the persistence of new teachers in teaching career (Ingersoll & Smith, 2003). New teachers typically express concerns about lacking effective means to handle the disruptive behaviour of students (Browers & Tomic, 2000). The ability of teachers to organize classrooms and manage the behaviour of their students is critical of achieving positive educational outcomes. As Zeidner (1990) in Adeyemo (2012) stated that adequate classroom discipline is generally regarded to be one of the most essential aspects of education as well as an absolute prerequisite to achieving instructional objectives and safeguarding students' psychological,

social and physical well-being. The objectives of classroom are for students to gain social and academic success in a structured environment that caters for tolerance, exemplary behaviour and learning.

Effective classroom management means implementing techniques that create a safe, fair and rule based learning environment for students to flourish in. Emmor and Evertson in Osakwe (2013) stated that effective classroom management consists of teacher behaviour that produces high level of students' involvement in classroom activities, minimal amounts of student's behaviour that interferes with the teacher's or other students' work, and efficient use of instructional time. Classroom management techniques are a critical part of teacher's success in creating a safe and effective learning environment for students. The purpose of education is to provide a safe and friendly environment in order for learning to take place. Therefore teachers should know how to use and apply techniques that will allow and also help student to learn because without classroom management, teaching and learning process cannot be successful and effective. In view of this, Inusa (2004) opined that, a person who cannot maintain order and discipline among children is not fit to be a teacher.

In Oyun Local Government Area of Kwara State, the issue of classroom management has some peculiar problems. One major issue is lack of interest in education at large. It has been discovered that schools have become less populated and even under populated in some cases because of lack of interest. The students that are even available in schools are hardly interested in education, but might be there by their parent's desire, in essence, some of the learners display negative behaviour during lessons and when disciplinary action are taken against them it drives them out of school completely. How then do we manage our classroom adequately and keep such children in school. This study then

was carried out to find appropriate techniques for classroom management in secondary schools in Oyun Local Government Area of Kwara State, Nigeria.

1.2 Statement of the Problem

The purpose of good classroom management in the realization of the objectives of education cannot be over emphasized. As student often exhibits some deviant behaviour in the classroom, which include; noise making, chewing gum, passing notes, using cell phones in class, cheating during examinations or test, copying or passing a different note during lesson, jesting, sleeping during lessons, stealing, eating during lessons, fighting, rudeness to teachers, breaking school rules, distracting others and the likes. All these and even more could constitute management problems that require effective management techniques to handle them so as to achieve educational objectives (Osakwe, 2014). Likewise, communication is a very important tool to help foster good classroom atmosphere and relations (Adeyemo, 2012). Students relate very well and openly with teachers they have formed a connection with through good communication. Hence, the teacher should not be seen as a dictator, because adolescents/teenagers easily rebel against such. A teacher should be someone reliable, trustworthy, approachable, open and respected. But these attributes are lacking in our teachers, which makes classroom management more difficult in Nigerian schools (Adeyemo, 2012). Good interpersonal relationship, will lead to easier classroom management and help achieve educational objectives at the long run.

Some parents in Oyun Local Government Area of Kwara State show negative attention to their children's education and this makes it difficult for teachers to do their work effectively. This is because some classroom management techniques are taken, some parents do not take it in good faith. Parents are rather concerned with their children learning a trade, farming or even sending them to bigger cities to get jobs. Another problem that informs this study is the issue of classroom arrangement. This has made classroom management very

difficult in Oyun. Furthermore, in Oyun Local Government Area of Kwara State, many teachers find it difficult to effectively manage students, because teenagers are more difficult to manage. Thus to effectively manage classroom with teenagers, proper techniques are to be tactically used with necessary variety (Kimberly, 2001).

Another problem in Oyun Local Government Area of Kwara State is bad infrastructure in schools. One of the conditions for effective classroom management in teaching and learning is a conducive environment, with good infrastructure. Hence, there are some schools in the zone without furniture, dilapidated buildings or falling ceiling. Managing learners under such conditions becomes difficult or very impossible. Educators in Oyun Local Government Area will therefore have to discover and apply techniques that are suitable with such conditions. In this Local Government, environmental conditions has also affected the teaching and learning process and invariably affecting classroom management. A child that is not sitting comfortably cannot listen attentively.

Even though, punishment and other effective classroom management techniques are allowed generally in Kwara State, there is need to discover alternative techniques to use that could help the teachers in classroom management and match with the attainment of educational objectives. Therefore, this study surveyed the application of Classroom Management Techniques in Secondary Schools in Oyun Local Government Area of Kwara State, Nigeria with the hope to discover alternative techniques to use for effective classroom management.

1.3 Objectives of the Study

This study was carried out with the objectives to:

1. examine the opinions of principals, inspectors and teachers on the application of time management in secondary schools in Oyun Local Government Area of Kwara State;
2. investigate the opinions of principals, inspectors and teachers on the application of reward in secondary schools in Oyun Local Government Area of Kwara State;
3. explore the opinions of principals, inspectors and teachers on the application of punishment in secondary schools in Oyun Local Government Area of Kwara State;
4. determine the opinions of principals, inspectors and teachers on the application of discipline in secondary schools in Oyun Local Government Area of Kwara State;
5. find out the opinions of principals, inspectors and teachers on group participation in secondary schools in Oyun Local Government Area of Kwara State;
6. determine the opinions of principals, inspectors and teachers on the application of classroom arranagement in secondary schools in Oyun Local Government Area of Kwara State; and
7. assess the opinions of principals, inspectors and teachers on application use of non-verbal communication in secondary schools in Oyun Local Government Area of Kwara State.

1.4 Research Questions

The following research questions were raised to guide the conduct of this study:

1. What are the opinions of principals, inspectors and teachers on the application of time management during classroom management in secondary schools in Oyun Local Government Area of Kwara State?

2. What are the opinions of principals, inspectors and teachers on the application of reward during classroom management in secondary schools in Oyun Local Government Area of Kwara State?

3. What are the opinions of principals, inspectors and teachers on the application of punishment during classroom management in secondary schools in Oyun Local Government Area of Kwara State?

4. What are the opinions of principals, inspectors and teachers on the application of discipline in classroom management in secondary schools in Oyun Local Government Area of Kwara State?

5. What are the opinions of principals, inspectors and teachers on students group participation in classroom management in secondary schools in Oyun Local Government Area of Kwara State?

6. What are the opinions of principals, teachers and inspectors on the classroom arrangement in secondary schools in Oyun Local Government Area of Kwara State?

7. What are the opinions of principals, inspectors and teachers on non-verbal communication in classroom management in secondary schools in Oyun Local Government Area of Kwara State?

1.5 Research Hypotheses

The following research hypotheses were formulated for the study:

$H0_1$: There is no significant difference in the opinions of principals, teachers and inspectors on the application of time management in secondary schools in Oyun Local Government Area of Kwara State.

$H0_2$: There is no significant difference in the opinions of principals, teachers and inspectors on the application of reward in secondary schools in Oyun Local Government Area of Kwara State.

$H0_3$: There is no significant difference in the opinions of principals, teachers and inspectors on the application of punishment in secondary schools in Oyun Local Government Area of Kwara State.

$H0_4$: There is no significant difference in the opinions of principals, teachers and inspector on the application of discipline in secondary schools in Oyun Local Government Area of Kwara State.

$H0_5$: There is no significant difference in the opinions of principals, teachers and inspectors on students' group participation in secondary schools in Oyun Local Government Area of Kwara State.

$H0_6$: There is no significant difference in the opinions of principals, teachers and inspectors on class arrangement in secondary schools in Oyun Local Government Area of Kwara State.

$H0_7$: There is no significant difference in the opinions of principals, teachers and inspectors on the use of non-verbal communication in secondary schools in Oyun Local Government Area of Kwara State.

1.6 Basic Assumptions

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

1. proper application of time management in classroom management is assured to increase students teacher interaction and better students performance in secondary schools in Oyun Local Government Area, Kwara State.

2. the way teachers apply reward during teaching and learning in secondary schools in Oyun Local Government Area of Kwara State is very effective.
3. proper application of punishment during classroom management in secondary schools in Oyun Local Government Area of Kwara State ensure smooth teaching and learning.
4. proper application of discipline during classroom management in secondary schools in Oyun Local Government Area of Kwara State brings about respect between teachers and students.
5. students group participation during classroom management in secondary schools in Oyun Local Government Area of Kwara State helps facilitate cooperation.
6. effective class arrangement would aid proper learning in secondary schools in Oyun Local Government Area of Kwara State.
7. proper use of non-verbal communication during classes in secondary schools in Oyun Local Government Area of Kwara State can encourage orderliness.

1.7 Significance of the Study

This study is significant because it attempted to study the application of the techniques of classroom management used by teachers in secondary schools in Oyun Local Government Area of Kwara State. Therefore, findings from this study showed significance in a number of ways to the teachers, educational planners, Ministry of education, stakeholders and students.

Classroom teachers are known as classroom managers because of their roles in managing learning activities, instructional procedures, the prevailing attitudes, feeling and atmosphere in the classroom. It is hoped that findings from this study would help teachers know the common problems they might likely experience during lessons, and proffer tangible solutions on how to handle such situation. It would equally help teachers to know

how to uphold discipline and order in the classroom and create a more conducive teaching and learning environment. This information will be applicable or useful to other secondary schools in Nigeria.

Hopefully, the outcomes of this study would help educational planners, Ministry of Education, Inspectors and other educational bodies to identify the importance of employing qualified teachers in review techniques as the times change. The finding would bridge the gap between theories and practice in classroom management techniques used in secondary schools in Nigeria in general and Oyun in Kwara State in particular. However, it will help educators and school managers know to what extent educational objectives have been met.

Findings from the study would also benefit the parents/guardians. It will give parents a better understanding on why they should allow certain techniques of classroom management which could be beneficial to them and their children at the long run. Financial stakeholder would also see the need and usefulness of classroom management which would justify their financial input at the long run.

Also, findings of the study will be relevant and will add to literatures of related studies. The findings would be beneficial to secondary school teachers in Oyun, Kwara State. This is because the teachers will get more understanding and knowledge on the various classroom techniques of classroom management that will be employed in secondary schools. The information will help proffer solutions to issues related to classroom management in Oyun Local Government Area of Kwara State.

Finally, the research will equally benefit students because when there is good classroom management their performances will get better and learning will be more interesting and effective. Students will further benefit from the findings of this study as students will know what are considered legitimate reasons for being absent, procedures to follow when absent as well as when returning from an absence, and the impact recurring

absences will have on their performance. They will also understand the importance for being on time for class. Because being late to class did not only interrupt instruction for others but also causes them to miss work.

1.8 Scope of the Study

The main focus of this study was on the application of classroom management techniques in secondary schools in Oyun Local Government Area of Kwara State. This study looked into the various classroom management techniques used by teachers in secondary schools which are time management, reward, punishment, discipline, students group participation, class arrangement, non verbal communication and the common behavioural problems that students exhibit. The scope of this study covered 19 secondary schools in Oyun Local Government Area. Hence, the study is limited to principals, inspectors, and secondary school teachers and also to the above named classroom management techniques.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed literature that are related to the topic, application of classroom management techniques in secondary schools in Oyun, Kwara State, Nigeria under the following sub-headings:

2.2 Conceptual Framework

2.2.1 Classroom Management

2.2.2 Time Management

2.2.3 Discipline

2.2.4 Reward

2.2.5 Classroom Arrangement

2.2.6 Punishment

2.2.7 Non-verbal Communication

2.2.8 Group Participation

2.2.9 Management Techniques

2.3 Theoretical Framework

2.4 Techniques of Classroom Management

2.4.1 Techniques of Time Management

2.4.2 Techniques of Discipline

2.4.3 Techniques of Reward

2.4.4 Techniques of Classroom Arrangement

2.4.5 Techniques of Punishment

2.4.6 Techniques of Non-verbal Communication

2.4.7 Techniques of Group participation

2.5 Teachers Role in Classroom Management

2.5.1 Knowledge and Behaviour of Teachers in Classroom Management

2.5.2 Techniques Teachers Need to Apply in Classroom Management

2.6 Empirical Studies

2.7 Summary

2.2 Conceptual Framework

The quality of education has been reflected not only in the subjects taught and achievement levels reached, but also in the learning environment. The environment has both reflected and influenced the behaviour of students, and it has been affected by events within and outside of the school (Condition of Education, 1998). Most educators and researchers have agreed that the total environment should be comfortable, pleasant, and psychologically uplifting; should provide a physical setting that students find educationally stimulating; should produce a feeling of well-being among its occupants; and should support the academic process. One major aspect of the classroom climate that has fallen under the control of the teacher is that of classroom management and discipline. As might be expected, classroom climate which motivated learning and afforded the students the opportunity to be actively and meaningfully engaged in academic activities influenced the positive rating of teacher's classroom management, hence the relation to their performance in Oyun Local Government Area of Kwara State.

Classroom management refers to all the planned or spontaneous activities and interactions that have occurred within a classroom. In recent years, a growing interest has emerged in the area of classroom management. The classroom environment is a large part of classroom management that will either encourage students to succeed, or hamper their abilities and cause more failures. The classroom environment is different from the classroom management because it deals with how the students feel in the classroom. While

classroom management focuses on procedures, routines, and expectations, the classroom environment focuses on the relationships between students and teachers, as well as how the students feel amongst their peers in the classroom (Stepanek, 2000). Classroom management is the heart of teaching and learning in school setting. A well-managed classroom can provide an exciting and dynamic experience for everyone involved.

Good classroom management implies not only that the teacher has elicited the cooperation of the students in minimizing misconduct and can intervene effectively when misconduct occurs, but also that worthwhile academic activities are occurring more or less continuously and that the classroom management system as a whole designed to maximize student engagement in those activities, not merely to minimize misconduct. Many times, by encouraging behaviour that is more positive and uplifting in one classroom, the behaviour will carry on into other classrooms, taking the safe environment further than one classroom. Student performance, as well as emotional and social outcomes, can all be positively affected by a safe, positive learning environment (Stepanek, 2000). When teachers do not tolerate disrespect both among students and between the students and teachers, they set the standard for their classroom and students feel more encouraged to participate in the classroom. Because of this setting, the classroom environment is often just as important as establishing classroom management techniques.

2.2.1 Concept of Classroom Management

The classroom is an operational venue in schools which holds students together and offers them the opportunity of achieving the purpose of education (Hill & Hill, 1990). It is a room in a school where a group of students or children are taught lessons. Thus, the classroom should be well managed and maintained to bring about healthy learning environment, relatively free from behavioural problems which goal should be to maintain a positive productive learning environment and quality performance. The quality of the

physical environment, according to Edwards (1993), affects the performance of teachers as well as that of students. Classroom management can be defined as the teachers' ability to co-operatively manage time, space, resources, students' roles and behaviour to provide a climate that encourages learning (Alberto & Troutman, in Osakwe, 2014). Duke in Osakwe (2014) viewed classroom management as the provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occur.

Classroom management according to David (1996) involves a positive classroom environment, appropriate standards of behaviour for students, effective management of daily routines and instructions, and engaging the students in classroom activities throughout the lessons to ensure quality secondary education. The emphasis on classroom management therefore is dependent on components such as, an engaging curriculum, the teacher as a role model, students as responsible citizens, classroom management skills, robust instruction and working with resistance, conflict and stress. If any of this component is neglected, the whole process is compromised, leading to poor quality in education. Classroom management is the process of enhancing the learning environment, physical interaction between teachers and students, student to student, parents and others, stimulating and motivating children to learning objectives, control and supervision throughout the school to facilitate and encourage cooperation in teaching and learning activities in the classroom smoothly, this as a result will improve the quality of students' performance (Wisetrinthong, Sirisuthi & Weangsamoot, 2012).

Classroom management, therefore, could be seen as an integral part of effective teaching which deters behaviour problems through good planning, organizing and managing of classroom activities, good presentation of instructional materials and good teacher-student interaction aiming at increasing students' involvement and co-operation in learning to ensure quality secondary education. Classroom management is an art and a science with

many identifiable characteristics that result in smooth periods of learning, flexible enough to recognize what is needed and has the ability to keep control of the situation(s) that arise. Effective classroom management begins with mutual respect and interpersonal relationships and is vital to improve student achievement and teacher self-efficacy. It requires commitment to students and their learning, because a positive rapport with students is the foundation upon which classroom culture is built (Osakwe, 2014).

Effective classroom management is an essential ingredient that promotes and enhances good teaching-learning environment which eventually leads to quality secondary education. The teachers and other members of staff must cooperate to manage the classroom, students, non-human resources and the environment. Effective classroom management revolves around the teachers' attitudes, skills, desires, setting of expectations and positive actions. To improve classroom behaviour and student social skills, teachers must conceptualize the process of teaching and understand classroom management principles for making professional decision on classroom management. A well-managed classroom should strike a balance between consistent disciplines and praise (Venkat, 2010).

2.2.2 Time Management

Time is one of the resources that an effective teachers need, to manage his classroom efficiently in order to achieve the objectives of the teaching-learning process. Also, the school administrator who coordinates the activities of staff and students must be able to manage his time very well in order to accomplish the aims and objectives of the school. However, what makes time different from other resources used in an organization is that it cannot be accumulated or stockpiled like machines and raw materials replaced like a man (Osakwe, 2014). Time is irretrievable. All it entails is its effective management for organizational success. Time management is very important for everyone. It is the ability to produce and follow a schedule, meet deadlines, prioritize and minimize distractions and

unimportant tasks. It includes managing time wisely so that tasks and projects can be done effectively and efficiently. Akomolafe (2005) posited that time management skills are essentially for effective people. Prochaska-Cue, Preston and Mahar (2007) also opined that, time management skills require four basic steps: decide what you want to accomplish; determine activities to reach each goal; make a daily 'to do' list; and set one's priorities everyday.

According to Olaniyi (1998), a good time manager is a person who can efficiently manage himself and all his activities within a time range. Manktelow in Akomolafe (2005) submitted that school administrator's managerial abilities should reflect on their time management skills. They should devote available administrative time to immediate administrative tasks and ability occurrences. The heart of time management is concentration on results and not on being busy. It has been observed that the most common difficulty encountered by some principals of secondary schools in Nigeria is their inability to organize and plan their work properly. That is using time effectively. It is not uncommon to see principals having standing meetings with members of staff everyday after morning devotions. This tends to waste the teachers' time in attending to the first periods. These principals also waste their own precious time as there are some other pressing issues waiting for them in their offices. It has also been observed that some teachers attend to issues that should have been handled after their teaching hours. Such issues include unnecessary personal phone calls, wasting much time with drop-in visitors, involving in routines and details that should have been delegated (Akomolafe, 2005).

2.2.3 Discipline

In recent years, many schools have adopted a zero tolerance approach to school discipline that usually entails the expulsion or suspension of students as an automatic consequence of serious acts of misconduct, particularly the possession of weapons or

drugs. Unfortunately, an increasing number of schools apply a zero tolerance approach to behaviour that do not necessarily threaten the safety or welfare of others. Furthermore, harsh consequences are invoked automatically, irrespective of the severity of the misbehaviour or the circumstance involved, and without consideration of the negative impact of these consequences on the welfare of the offending student or on the overall climate of the school (National Association of School Psychologists, 2012). Suspension, expulsion, and other punitive consequences are not the solution to dangerous and disruptive students' behaviour. In fact, evidence indicates that dangerous students do not become less dangerous to others when they are excluded from appropriate school settings; quite often they become more so. Youths who are not in school and not in the labour force are at exceedingly high risk of delinquency and crime (NASP, 2012).

Positive discipline strategies are research-based procedures that focus on increasing desirable behaviour instead of simply decreasing undesirable behaviour through punishment. They emphasize the importance of making positive changes in the child's environment in order to improve the child's behaviour. Such changes may entail the use of positive reinforcement, modeling, supportive teacher-student relations, family support and assistance from a variety of educational and mental health specialists (Akomolafe, 2005). Research has proven that positive discipline strategies benefit all students because: when students are given appropriate education in a conducive environment, they improve behaviour and performance; and appropriately implemented proactive behaviour support systems can lead to dramatic improvements that have long-term effects on the lifestyle, functional communication skills and problematic behaviour in individuals with disabilities or at risk for negative adult outcomes (Bear, Quinn & Burkholder, 2001).

A major component of being an effective teacher is making correct classroom discipline decisions. Teachers who cannot manage students' indiscipline in their classrooms

are limited in their overall effectiveness in almost every other area of teaching. Classroom discipline in that sense may be the most critical component of being an outstanding teacher. Effective classroom discipline starts during the first minute of the first day of school (Eric, 2016). Many students come in looking to see what they can get away with. It is necessary to establish your expectations, procedures, and consequences for dealing with any violation immediately. Within the first few days, these expectations and procedures should be the focal point of discussion. They should be practiced as often as possible. It is also important to understand that students will still be students. At some point, they will test you and push the envelope to see how you are going to handle it. It is essential that each situation be handled on a case by case basis taking into account the nature of the incident, history of the student, and reflecting on how you have handled similar cases in the past (Eric, 2016).

2.2.4 Reward

The classroom, it is asserted, is at once the cradle as well as the grave yard of genius. Whatever the truth of this assertion, society no doubt expects certain outcomes from the classroom situation for the students. And the student's work at school is not merely determined by his intellectual capacity, his knowledge and abilities in various subjects, but also by motivation to learn. If the student is motivated strongly enough, his desire to learn may prove strong enough to keep him from the ranks of the swelling army of school dropouts. Furthermore, if students attainment of a goal is regarded as an important purpose of education, then the factors that provide the best learning situations should be understood as an integral part of educational theory (Ilegbusi, 2013).

Teachers who are interested in fostering and promoting effective classroom learning cannot ignore classroom behaviour of their students. They work towards ensuring that learners acquire important habits that would help them cope with learning events. They would want students to feel, think and act with respect for themselves and other people.

These enable them to learn how to pursue their own well-being and to act in consideration of the feelings of others. Effective teaching requires considerable skill in managing the myriad of tasks and situations that occur in the classroom each day. The ability of teachers to organize classrooms and manage the behaviour of their students is critical to achieving positive educational outcomes (Eric, 2016).

The use and effect of rewards seem to go deeper than simply attaching a pleasant tone to an activity. The actual reward permits more freedom of action to the individual. Students have been known to meet the teacher's challenge and produce excellent work just because they expect teacher or parent approval or praise, or obtain good marks. An experiment by Hurlock in Ilegbusi (2013) on effectiveness of these forms of rewards showed that school mathematics improved most under praise, less reproof, and least when the child was one of the ignored group. Although the results of such an isolated piece of research cannot be conclusive, since other motives besides praise and blame may have been aroused to strengthen or weaken connections. Similar studies have however tended to yield the same results.

It is important to note that when rewards are to regulate learning what the rewards signify is much more important than the reward itself. Thus for example, school marks, grades and material rewards are valued not so much for what they are, what they signify or represent. Rewards are valued for such learned motives as desires for prestige recognition, prestige exemptions from certain tasks.

2.2.5 Classroom Arrangement

Classroom arrangement is one of the key decisions that teachers need to make when they begin a new teaching year. A few of the items that need to be decided include how to place the students desks among others. There are four main arrangements that teachers can choose from. These according to Melissa (2014) are:

1. Teacher can set up desks into straight lines. This is the normal way in which student desks are set up. In a typical class, you might have five rows of six students. The benefit of this is that it affords the teacher the ability to walk between the rows. The negative is that it doesn't really allow for collaborative work. If you are going to have students often work in pairs or teams then you will be moving the desks a lot.
2. A second way to arrange desks is in a large circle. This has the benefit of providing ample opportunity for interaction but hinders the ability to utilize the board. It can also be challenging when having the students take quizzes and tests in that, it is easier for students to cheat.
3. Another method of classroom arrangement is to have students sit in pairs, with two desks touching each other. The teacher can still walk down the rows helping students, and there is a greater chance for collaboration to occur. The board is still available for use. However, a couple of issues can arise including interpersonal problems and cheating concerns.
4. The fourth method to arrange student desks is in groups of four. Students face each other, providing them ample opportunity for teamwork and collaboration. However, some students might find they are not facing the board. Further, there can be interpersonal issues and cheating concerns.

Most teachers opt to use rows for their students but have them move into the other arrangements if a specific lesson plan calls for it. But it is important to note that this can take time and can be loud for adjoining classrooms. The final step in classroom arrangement is to decide how to deal with where students sit. When teacher don't know the students coming in, the teacher can not typically know which students should not be seated next to each other (Melissa, 2014).

Therefore, there are a couple of ways to set up initial sitting chart, which are: (a) Teacher can arrange students alphabetically. This is a simple way that makes sense and can help teacher learn student names; (b) another method for sitting charts is to alternate girls and boys. This is another simple way to divide out a class; (c) one way that many teachers choose is to allow students to choose their seats. Then teacher mark this down and it becomes the sitting chart; and (d) the final option is to have no sitting chart at all. Realize, however, that without a sitting chart teacher loses a bit of control and also lose a powerful way to help learn student names. No matter which sitting chart option teacher choose, it is pertinent to reserve the right to change the sitting chart at any time in order to keep order in the classroom (Ilegbusi, 2013 & Melissa, 2014).

2.2.6 Punishment

Teachers sometimes find punishment to be effective as a classroom behaviour management tool, especially in the short term. Because punishment tends to rapidly stop problem with behaviour, the teacher in turn positively reinforced for using it (Martens & Meller, 1990). On the surface then, punishment may appear to be a powerful and attractive behaviour management strategy. But this power can come at a significant cost. Research indicates that punishment is sometimes accompanied by significant negative side effects, students who are regularly the object of punishment may over time show a drop in positive attitudes toward school (resulting in poor attendance and work performance), have a more negative perception of teacher and adopt a more punitive manner in interacting with peers and adults (Martens & Melter, 1990).

Simply put, punishment techniques of any kind are strong behavioural medicine and should be used with care and compassion. Before using any punishment technique, the teacher should consider whether: the student's behavioural problems are caused by a skill-deficit. From an ethical standpoint, students should never be punished for behaviour that

they cannot help. For example, a student who is chronically disorganized and always arrives late to class with no writing materials may well need to be taught organization skills, rather than be punished for his lack of preparedness (Ilegbusi, 2013). Positive techniques alone will adequately improve problem behaviour. Instructors have a range of positive behaviour intervention strategies to draw on when shaping student behaviour. These positive approaches might include the structuring of the student's classroom experience to avoid behavioural triggers that lead to problems or the use of praise and other forms of reinforcement in order to reward the student for putting up appropriate learning friendly behaviour (Martens & Melter, 1990).

Teachers should understand the pros and cons about using punishment in the classroom, as schools frequently build punishing, or aversive consequences into plans designed to help manage student behaviour. An important point about possible punishers is that they affect different people in different ways. Imagine a scenario in which a teacher uses time out as a behavioural intervention for two students who frequently call out in the classroom. One student stops calling out almost immediately. For this student, time out is clearly a punisher. The second student persists in calling out, despite being placed repeatedly in time-out. For that student, time-out has no effect and is not a punisher at all (NASP, 2012).

Punishment can take various forms in classroom discipline programmes. Sometimes an event is presented whenever the student shows an undesired behaviour. A teacher may reprimand a student, for example, each time that the student leaves her seat without permission. In another form of punishment, the student may temporarily be removed to a less-reinforcing setting (for instance, by being sent to a time-out room for a 10 minute period of seclusion) whenever she displays a negative behaviour (Kimberly, 2001). In a type of punishment known as response-cost, a student has rewards, tokens, privileges, or other

positive reinforcers taken away whenever he or she engages in a problematic behaviour. All examples of response cost is a student who earns stickers for good classroom conduct having one sticker removed from her sticker chart for each episode of misbehaviour (Martens & Melter, 1990).

When selecting a punishment technique, start off with less intensive interventions. Consider moving to a more intensive or restrictive form of punishment only if the milder alternative proves ineffective. A teacher may first decide, for example, to try in-class time-out (with the student remaining in the classroom during time-out and watching but not otherwise participating in academic activities) before moving to a more intensive form of isolation time-out in which the student is sent to a special time-out room. When selecting negative consequences to impose for student misbehaviour, teacher should carefully consider possible harmful effects of that consequence before implementing it. For instance, reducing recess time as a consequence for misbehaviour may not be the best approach if the student already has few friends and limited social skills. Missing unstructured free time with her peers may in fact only worsen the student's social isolation (Schneider, 1996). Similarly, teachers may want to rethink placing students with academic deficits into seclusion time-out or in-school detention, as such a consequence would deprive those children of opportunities for academic instruction that they really need.

The student provides input as the behaviour plan is being developed. One potential unintended effect of punishment techniques is that the target child may feel powerless a situation that could erode the child's investment in learning. Whenever possible, the teacher should give the student advice in the design of the behaviour management plan. For example, a teacher designing a response cost programme might ask the student to come up with a “secret” sign that the instructor might use to sign a warning to the student that is on the verge of having a point deducted from his “Great Study behaviour” chart. The behaviour

plan is congruent with Kwara State regulations and school district policies and is parent support (Adeyemo, 2012).

2.2.7 Non-verbal Communication

Effective communication in school helps in promoting harmonious relationship and facilitating co-ordination of official activities; assist in motivating staff to use their initiative and maximize their potentials; enhances clear understanding of the goals and objectives of the school and give staff a sense of direction; and finally, it minimizes dysfunctional conflict and crises. An organized structure such as this, helps to avert chaos in the school, since inappropriate flow of information or communication gap breeds suspicion and distorts unity of purpose and direction and ultimately organizational inefficiency (Dare, 2006). Furthermore, teachers must have knowledge and understanding of effective communication strategies, although, oral communication is frequently considered to be the most personal, immediate, and influential form of relating information (Young & Castetter, 2004). Other means of communication can be extremely valuable.

Indeed, many communication experts believe that most interpersonal communication is non-verbal. People's faces disclose emotions and telegraph what really matters to them (Santrock, 2001).Two aspects of non-verbal communication are the use of eyes and the facial expressions; both of which are powerful tools to convey messages. Yet, much classroom time is spent with eyes firmly fixed on the book, the board, the window or roaming randomly around the teaching and learning environment. Ergin and Birol (2005) indicated that, the real communication between two persons begins when two of the persons establish eye contact; so, eye contact has an important role and meaning in communication. If a person looks you in the eye (builds eye contact with you), it can be interpreted as that person cares for you or is interested in you. However, a person who avoids eye contact might be hiding something which is a sign for lack of confidence.

Nonverbal communication is also used to check that students understand puzzled expressions quickly and tell the teacher what is to be revised or repeated. Similarly, Ledbury (2004) suggested that teachers watch learners as well as listen to them, particularly while they are performing tasks to look for signs of being bored or being lost. Thus, eye contact is not only to be considered as a tool for the teacher to convey messages but as a means to interpret the messages students can display nonverbally via their eyes, mimics and gestures.

Understanding the significance of nonverbal communication can be troublesome for teachers because it is such a normal part of communication. The non-verbal communication is as automatic as breathing because we do it without thinking about it most of the time. Even though non-verbal communication accompanies oral communication as an extension of a particular message, the two do not always align. Because non-verbal communication is often used without consideration, inconsistencies between oral communication and nonverbal communication can occur. Effective teacher should understand and be aware of their non-verbal communication, ensuring consistency between their spoken communication and their non-verbal communication.

2.2.8 Group Participation

In group classroom participation, every teacher wants to know how to motivate students to particpate, and how to nurture more involved students and fewer apathetic ones. School is central to the daily life of many youths. They view schooling as essential to their long-term wellbeing, and this attitude is reflected in their participation in academic and non-academic pursuits (Eric, 2016). These students tend to have good relations with school staff and with other students – they feel that they belong to school. However, some youths do not share this sense of belonging, and do not believe that academic success will have a strong bearing on their future. These feelings and attitudes may result in their becoming disaffected from school (Jenkins, 1995). They may gradually withdraw from school activities, and in

some cases participate in disruptive behaviour and display negative attitudes towards teachers and other students. Meeting the needs of youths who have become disaffected from school is perhaps the biggest challenge facing teachers and school administrators.

Researchers have recently used the term engagement to refer to the extent to which students identify with and value schooling outcomes, and participate in academic and non-academic school activities. Its definition usually comprises a psychological component pertaining to students' sense of belonging at school and acceptance of school values, and a behavioural component pertaining to participation in school activities (Willms, 2000). The psychological component emphasises students' sense of belonging or attachment to school, which has to do with feelings of being accepted and valued by their peers, and by others at their school. Another aspect of the psychological component concerns whether or not students value school success – do they believe that education will benefit them personally (Johnson, Crosnoe & Elder, 2001). Students who do not feel they belong to school, or reject school values, are often referred to in the literature as alienated or disaffected.

The participation component of engagement is characterised by factors such as school and class attendance, being prepared for class, completing homework, attending lessons, and being involved in extra-curricular sports or hobby clubs. In this report, the term student engagement is used in this broad sense to refer to students' attitudes towards schooling and their participation in school activities (Martens & Melter, 1990). The term disengaged from school is used to characterise students who do not feel they belong to school and have withdrawn from school activities in significant ways. Student engagement, as used in this report and in the literature, differs from reading engagement, as used in the Organisation for Economic Co-operation and Development (OECD, 2002), reading engagement refers specifically to students' motivation and interest in reading, and the time students spend reading for pleasure and reading diverse materials.

Most of the research on engagement has been concerned with its relationship to academic achievement and whether or not students are likely to complete secondary school. Variables describing engagement have therefore usually been treated in analyses as predictors of other schooling outcomes, particularly academic performance. This report considers sense of belonging and participation as important schooling outcomes in their own right. Participation is seen as a disposition towards learning, working with others and functioning in a social institution, which is expressed in students' feelings that they belong to school, and in their participation in school activities. It has yet to be examined whether disengagement from school during the adolescent years will have longer term effects (Inngeroll & Smith, 2003). However, it can certainly be expected that students' attitudes towards school and their participation strongly affect their decision whether or not to pursue post-secondary studies.

Moreover, participation is not an unalterable trait of individuals, stemming solely from students' genetic make-up or their experiences at home. Rather, it entails attitudes and behaviour that can be affected by teachers and parents, and shaped by school policy and practice (Castetter, 2004). Most recent studies of student participation treats it as a predictor of academic achievement, inferring that being disengaged, or disaffected from school, causes poor academic achievement. However, the theoretical literature argues that it is *low* achievement that causes students to withdraw from school, or that engagement and academic achievement go hand-in-hand. A few recent studies have treated group partiipation as an outcome variable, and have attempted to explain why schools vary in their levels of engagement (Finn & Voelkl, 1993; Johnson, Crosnoe & Elder, 2001; Lee & Smith, 1993). Lee and Smith (1993) found modest effects of school restructuring – heterogeneous grouping, team teaching and reducing the extent to which schools are organised by subject-area departments on the level of student participation. Finn and Voeflkl (1993) found that

attendance was less consistent and at risk students were less engaged in schools where rules were not enforced rigidly.

2.2.9 Management Techniques

In a school system, where good classroom management is lacking, there is likely to be chaos which affects the teaching-learning process, and the standard of students performance, hence a good teacher should be acquainted with such problems to be able to prevent and find solutions to such problems in order to promote quality secondary education (Castetter, 2004). Effective classroom management requires proactive and reactive teachers in order to define and communicate their social and academic expectations of their students. Such involvement can motivate the students to obey and accept the school rules and regulations. Classroom management techniques are a crucial part of teacher's success in creating a safe and effective learning environment for student's quality secondary education. Therefore, teachers should know how to use and apply techniques that will allow and also help students to learn (Zuckerman, 2007).

Promoting quality secondary education through effective classroom management means creating an environment in which all students feel safe, respected and empowered with academic activities. Students will feel safe when they have the confidence that their ideas and opinions are valued, whether or not they are correct. The teacher must promote polite and respectful students interactions and address inappropriate student behaviour in a positive manner (Castetter, 2004). The effective teacher is an extremely good classroom manager. Effective teaching and learning cannot take place in a poorly managed classroom. Well-managed classrooms provide an environment in which teaching and learning can flourish (Mumtaz, 2014).

Many research studies have resulted that a conducive classroom environment promotes students academic achievement (Mumtaz, 2014). Classroom management

techniques are a crucial part of teachers' success in creating a safe and effective learning environment for students. The purpose of education is to provide a safe and friendly environment in order for learning to take place. Therefore teachers should know how to use and apply techniques that will allow and also help students to learn (Zuckerman, 2007).

Classroom management involves the application of behavioural principles and policies of discipline that are effective and would create an ideal academic system. The behavioural principles include: reinforcement of every kind, modeling, extinction, satiation, role shifts, utilization of logical consequences, successive approximation, and the likes. They assist principals and teachers to curb indiscipline (Mezieobi, 2006). Harry and Wong (2005) saw management as procedures that govern how students go about their work in the classroom, while discipline is seen as the way of making students behave well. They pontificated that a teacher who has no time to structure and manage his classroom to prevent problems from occurring will always meet his professional waterloo. They blamed the problem of indiscipline in schools on administrators and teachers who lack good procedures and routines. Most teachers do not understand the difference between classroom management and classroom discipline or behaviour, and this has often caused confusion in their application.

Therefore, they (teachers) often apply classroom discipline techniques instead of management techniques and end up stressing themselves fruitlessly everyday. Marshall (2007) corroborated the above view of classroom management and discipline. Classroom management has to do with procedures and routines to the point of becoming rituals that are internalized by the individual, while discipline relates with impulse management and self-control. Classroom management is the teacher's responsibility.

2.3 Theoretical Framework

Behavioural theorists like Pavlov, Skinner, Vygotsky and Jean Piaget in the 1930s described framework for encouraging and maintaining good behaviour. These behaviour theories greatly influenced, and are still influencing classroom management. Emmer and Stough (2001) stated that some studies have used student achievement or attitude as outcomes. But most classroom management research today has been concerned with identified how teachers bring about student engagement with each other and limit the disruptions in the classroom.

The following paragraphs will summarize the work of some important behaviour theorists. These summaries will identify the influence each has made on classroom behaviour and management. Burrhus Fredrick Skinner's philosophy can be related to the issue of classroom management. As a renowned learning theorist in the 1930s and 1940s, (Sprinthall, in Adeyemo, 2012) emphasized his research on how the organism learns, regardless of its inherited potential, regardless of its species. Otherwise stated, he saw learning as a result of associations forced between stimuli and actions, or impulses to act. Simple associations would accumulate to larger groups of learned associations. Skinner felt learning resulted due to conditioning, similar to Pavlov's dog being conditioned to salivate at the sound of a specific tone.

In regards to the classroom, Conte (1994) stated that by rewarding students for good behaviour and ignoring or punishing wrong behaviour, students would come to understand how to behave in a classroom environment. Behaviour that was rewarded would be repeated; those that were not would be avoided, and thus, a well-behaved class would have reward. This step-by-step conditioning process helped Skinner develop his first "teaching machine" in the 1950s. The teaching machine was a form of programed instruction. At first, it was seen as a threat to teachers and their jobs. Reassuring the educators, Skinner

announced that his programed instruction was a learning aid, not a substitute for a human teacher. He also reassured educators that the children trained with the device would not become mechanized little robots, but would more likely be able to reach their intellectual potential. Later, Skinner was credited with creating a revolution in the technology of education.

Skinner's research of reinforcing stimuli also led him to the development of behaviour modification techniques in the classroom. Behaviour modification involved training teachers to wait for their students to emit appropriate responses and then to reinforce those responses quickly and consistently. This idea of behaviour modification would again, revolutionize technology in education. In the 1950s, Glasser's Reality Therapy, Emmer and Stough (2001) stressed the use of choice as the cause of behaviour, good or bad, and thus instructed teachers to direct students towards making value judgments about their behaviour. By making value judgments, students would come to realize the importance of "good" choices in behaviour and continued to make them again in the future. Therefore, students were taught the difference between a "good judgment", and a "bad judgment". Students are taught "right" from "wrong" at a very young age. Parents model this behaviour for their children on a daily basis. They make value judgments by making "good choices" and consequences are given for "bad choices". This process too, is to promote good behaviour and diminish bad behaviour in the classroom.

Jon (2003) engaged in substantial classroom management research. The work focused on determining whether specific behaviour settings and environmental conditions influenced behaviour. A set of teacher behaviour were identified and lesson characteristics including, weightiness, smoothness, momentum, overlapping and group alerting. These characteristics would describe a teacher who knew what was going on at all times in the classroom and was able to deal with more than one issue or problem at a time. Good

classroom management would then facilitate student learning, by allowing teachers to accomplish other important instructional duties. Jon (2003) also became interested in a rather contemporary issue of the time as he questioned whether managerial behaviour that work for regular education students have the same effects on students identified as emotionally disturbed in the same classrooms. Jon answer was "yes," at least in whole class behaviour settings in regular education classrooms. This research was an early indication that inclusion of children with disabilities within the classroom was the right approach. Kounin's work then focused on management research shifting from reactive strategies to preventive strategies to preventive strategies and from teacher personality to environmental and strategic components of management. His work highlighted the influence of classroom activities as a source of important variations on students and teacher behaviour. With this wide range of theories, Kounin's research of classroom management helped to identify many of the issues teachers are still facing in today's classroom.

Maslow's research on hierarchy of needs has also influenced effective classroom management. Helping students meet their own needs is of the utmost importance to enhance student learning opportunities and to maintain teacher longevity in the classroom. Maslow as cited in Adeyemo (2012) suggested that there is a definite order in which individuals attempt to satisfy their needs. Maslow had declared there is an "order-of-importance" that is universal among all humans. Until these needs are met, the individual will not be concerned with the needs of the next level of importance. In other words, basic survival needs override other needs in this hierarchy. Grossman cited in Gordon (2001) recaps students' basic needs and the order which those needs must be met to produce well-balanced members of society. The following is a summary of Grossmans basis for students' needs using Maslow's need hierarchy: physiological satisfaction: taking care of hunger, thirst and rest Safety: avoiding injury, physical attack, pain, extreme temperatures, disease, and physiological abuse;

nurture: receiving love and acceptance from others and having a feeling of belonging to a group, a sense of personal value: experiencing self-esteem, self-confidence, and a sense of purpose and empowerment, Self-actualization: realizing one's full potential. The theory of hierarchy of need can be related to the school setting. According to Gordon (2001), school staff members may attend to basic physiological needs on a daily basis by providing breakfasts and lunches for needy students and, in some cases, making home visits to teach parents how to provide for their children's needs. Until these physiological needs like food are met, basic functioning in the learning environment is very difficult, may be even impossible.

Although, meeting the second category of needs those regarding safety issues may lay outside of the teacher's direct influence when students are at home or away from school, some of these needs can be addressed in the classroom. Good classroom management can help to ensure protection of students from physical attacks by other students, dangerous environmental conditions such as playing around, electrical equipment, and from psychological abuse from peers or adults. Gordon (2001) believes the teacher has the opportunity to create a learning environment that is kind and respectful in order to meet the nurturing need. Students will be better, able to reciprocate genuine, loving and caring behaviour towards other people if the demonstration of affection is modeled for them in classroom. The fourth category of needs that Gordon (2001) states surrounds self-esteem, self-confidence, a sense of purpose, and empowerment that will directly relate to love and acceptance. If a student feels cared for and can express those emotions and behaviour, the student will continue to build self-esteem and confidence. The need of self-actualization can be fulfilled when the more basic needs have been met. All of these theories are an intricate part of the history of classroom management research. Together, the theories help build a foundation upon which we can continue to build our research on classroom management,

inclusion of disabled students, reactive and preventative responses, and making value judgments.

2.4 Techniques of Classroom Management

The techniques of classroom management refer to the various means and methods employed to ensure the effective classroom management. It is also, the teacher's ability to plan, organize, direct, coordinate, supervise and control the teaching learning interaction on a sustained level. Different scholars have different views on the various techniques that can be used to manage a classroom and maintain discipline. Banjo (1993) listed the following factors that contribute to effective discipline in school: the personality of the teacher; good teaching methods; constantly keeping the students busy; supervision of the students in the classroom; a good physical environment; a good government leadership; wise administration of rewards; use of punishment; and forms of punishment like disgrace, detentions and tasks, free discipline, reproof, payment of fine, and the likes.

Among all these forms of punishment, reproof was recommended. This is because, all other forms will make the child feels that he is cheated or may cause physical injury to the child's body. But reproof will make the child realize his mistakes easily. All punishments should be able to effectively control the behaviour of the child easily. While Blair in Ekwueme (2011) gave the guiding principles for maintaining good classroom management to include: use reinforcement and rewards during lesson; provide adequate models of teachings; extinguish undesirable behaviour by failing to reward them; use punishment sparingly and wisely; and improve your communication style in the class.

Squidoo (2011) opined that one important technique of classroom management is that before a teacher begins his lesson, from the planning stage, he must also plan the lesson, for all wrong doing on indisciplinary act that could happen in the class. As a classroom teacher, you must be able to plan a lesson that will meet the set standard in the class. In

order words, one can say that, a classroom teacher should be able to have knowledge of some indiscipline acts that might come up in the class during lesson and at the same time, plan on how to manage them in the class. This can be easily done by the teacher knowing the tactics students play in class, and as well as the topics taught, and how difficult the topic might be. When they come up with some of these acts in the class, the teacher will know how to manage them.

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

i. Do not start a term or section with poor discipline plan in the class. Before a term or school year begins, the teacher should come up with good discipline plan for his class, so that the students or students will know these plans. But if they know the teacher have poor plan, they can easily get away with it and can disrupt the class, and once you set a precedent of allowing a lot of disruptions, it can hinder the management techniques.
ii. The teacher must act fairly to all students, if you expect them to cooperate with you, because if you are partial, the cheated students will not be keen to follow your rules.
iii. There is need to deal with classroom disruptions immediately, for instance, if you are having a classroom discussion, and some students are talking among themselves, you must deal with them.
iv. Always avoid a confrontation in front of students; this is because whenever there is a confrontation in the class, there is always a winner and a loser. There are some disciplinary act, that needs to be dealt with in private.
v. Try to stop disruptions with a little humor. Sometimes all it takes is for everyone to have a good laugh to get things back on track in a classroom.

vi. Keep high expectations in the class, this can be done by cautioning the students to respect each others opinions and listen to what each person says with disruption, if in a group discussion.

vii. You must have a set out plan daily as you must over plan, because free time is something every teacher should avoid. The students should not be allowed just to talk each day. The teacher must have additional activities into the lesson plan to cover up for any free time.

viii. Be consistent – all classroom rules must be consistent, you don't ignore to enforce a rule one day, and bring it out, the next day. Else the students will quickly loss respect for the teacher.

ix. The rules you make in the class must be understandable and reasonable. You must be selective in your class rules for example, no one can follow 180 rules in the class consistently.

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

2.4.1 Techniques of Time Management

Time is a resource that affects all aspects of human endeavours. It is a resource that is extremely limited in supply and it is a factor that affects all stakeholders in educational sector - students, teachers, administrators, supervisors and the likes. According to Ekundayo, Konwea and Yusuf (2010), 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 use of his time to have time for everything he plans to do.

Time management is very important for everyone. It is the ability to produce and follow a schedule, meet deadlines, prioritize and minimize distractions and unimportant tasks. It includes managing time wisely so that tasks and projects can be done effectively and efficiently. Akomolafe (2005) posited that time management skills are essentially for

effective people. Prochaska-Cue, Preston and Mahar (2007) also opined that time management skills require four basic steps: decide what you want to accomplish; determine activities to reach each goal; make a daily 'to do' list; and set one's priorities everyday. According to Olaniyi (1998), a good time manager is a person who can efficiently manage himself and all his activities within a time range. Manktelow in Akomolafe (2005) submitted that school teacher's managerial abilities should reflect on their time management skills. They should devote available administrative time to immediate administrative tasks and ability occurrences. The heart of time management is concentration on results and not on being busy.

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

Reality has shown that, when students are given task to work on, they spend a lot of their time not thinking or working but looking for a pen or whispering to a friend. Several research results also reveals that students spend most of their time on tasks that are not relevant to their learning (Arends, 1997). Kauchak and Eggen (2008) opined that the goal of

classroom management should not only be to maintain order but to optimize student learning. They divided class time into four overlapping categories, namely allocated time, instructional time, engaged time, and academic learning time.

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

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

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

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

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

will know how to deal with the situation professionally. This is because he knows the caliber of pupils/students he has, and the length of time they will need to complete a lesson actively (Mc Keachie, in Ekwueme, 2011). Recognizing the dangers of wasted time, and taking the necessary means to ameliorate the problems accordingly, would be the teachers' primary concern. This can be attained by planning the daily lesson and setting out activities that encourages learners' active task engagement (Mc Keachie, in Ekwueme, 2011). David (1991) opined that in order to manage and use the time allocated for the classroom instruction effectively, teachers are expected to make decisions in the following areas:

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

This is to say that it is not the quantity of time available for classroom learning that is important, rather the way the time allocated is used properly. Irrespective of the amount of time a teacher might allocate for a specific topic or lesson, there is a considerable variation in the amount of time students are actually engaged in learning activities. This variation may be noticed at the beginning of the lesson; during the transition, during wait-time, and at the closure of a lesson, the teacher must begin immediately instead of wasting time, so that confusion and disciplinary problems will not arise (Rinne, 1997). According to Rinne (1997), transition are non instructional times when students more from one lesson to another. This might be chaotic and students wondering around bumping into one another etc. It should be noted that time spent in transition is time lost (Evertson & Homes, 1999), Rinne (1997) refered to wait time as the length of time of pause between a teachers question

and student responses. Research has proved that the wait time can be increased to improve classroom learning environment properly, while the closure of the lesson needs adequate classroom management skill.

Tips on Effective Time Management in Classroom Teaching

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

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

2 When task is given, always watch out for the students who quickly do their class work fast, even before others put their name/date down, so that, they will not disturb the rest of the class, who are still writing.

3 Give back up class work to those students, who finish early, they can be asked to read silently or do other suitable class work.

4 Always give time limit for test, individual or group work. You can use either, your head to count time, a timer or writing the time on the board.

5 When task is given, always have a count down time at intervals of five minutes from 20, 15, 10 and the likes, as a warning.

6 The class should not be too long, you must work with the timetable, so that the pupils/students will not lose interest, and become restless and bored.

7 Teacher time management is very important to the day to day activities. As it will help the teacher to always be time conscious in whatever he does. No one holds the time, it moves on.

8 Note that, there are 86,400 seconds in a day, and it is estimated that most of us waste 7200 of them daily. When we manage our time very well, teacher will increase his

efficiency and therefore decrease our teacher stress. Here are some effective time management strategies.

9 Make time to plan your lesson.

10 Make lists of order of priority.

11 Do difficult things first.

12 Do not spend too much time on a task.

13 Be prepared to change, when one step doesn't work.

2.4.2 Techniques of Discipline

Gaining a reputation as a strict teacher is a beneficial thing, especially if you are also known as fair. It is far better to be strict than to be known as a push over because you are trying to get your students to like you. Ultimately, your students will respect you more if your classroom is structured and every student is held accountable for their actions. Students will also respect you more if you handle the majority of the discipline decisions yourself rather than passing them on to the principal. Most issues that occur in the classroom are minor in nature and can and should be dealt with by the teacher. However, there are many teachers that send every student straight to the office. This will ultimately undermine their authority and students will see them as weak creating more issues. There are definite cases that merit an office referral, but most can be dealt with by the teacher (Ekwueme, 2011).

A major facet of a school principal's job is to make discipline decisions. A principal should not be dealing with every discipline issue in the school, but should instead be focused on dealing with the bigger problems. Most teachers should deal with smaller issues on their own. Handling discipline issues can be time consuming. The bigger issues almost always take some investigation and research. Sometimes students are cooperative and sometimes they are not. There will be issues that are straight forward and easy and there will be those that take several hours to handle. It is essential that teachers are always vigilant and

thorough when collecting evidence. It is also crucial to understand that each discipline decision is unique and that many factors come into play. It is important to take into account factors such as the class level of the student, severity of the issue, history of the student, and how you have handled similar situations in the past.

In view of the above, teachers are the important person in the life of students. Teachers are helping students determine who they're becoming by shaping their hearts, minds, character, and even the structures of their brains. Because teachers share this incredible privilege and responsibility of teaching them how to make good choices and how to be kind, successful human beings, teachers want to also share with students how they can handle behavioural challenges, in hopes that they can work together give students a consistent, effective experience when it comes to discipline.

2.4.3 Techniques of Reward

Rewards or reinforcements are thought to lead to tension reduction through satisfying drive conditions like learning is thought to be actually facilitated more than would normally have been the case. Thus, if a child knows that they will get a reward for completing a certain task he will be motivated to work hard to obtain the reward. Rewards may indeed lead to a change of interest in actual life situations so that an activity originally disliked becomes liked, at least for the reward that will come out of it for the time being and the interest may be sustained for some time beyond the immediate present (Ilegbusi, 2013).

Thorndike's earlier and the later experimental studies of others in this field report, increase efficiency in learning, at least up to a point, when students are given monetary or other material rewards. These studies tend to show that the child responds to cue and is rewarded for it. The use and effect of rewards seem to go deeper than simply attaching a pleasant tone to an activity (Adeyemo, 2012). In so as it is not inhibitory in its effects but is positively reinforcing, the actual reward permits more freedom of action to the individual.

Students have been known to meet the teacher's challenge and produce excellent work just because they expect to adult (Teacher or Parent) approval or praise, or obtain good marks. An experiment by Hurlock on that relative effectiveness of these forms of rewards showed that school mathematics improved most under praise next under reproof, and least when the child was one of the ignored group. Although the results of such an isolated piece of research cannot be conclusive, since other motives besides praise and blame may have been aroused to strengthen or weaken connections. Similar studies have however tended to yield the same results.

In a recent classroom study in the United States, for example, three teachers were selected to follow three different methods. The first teacher used fear and domination to motivate his students; the second merely presented his lessons; the third used a positive warm approach, encouraging the students work with warm praise. Both the first teacher and they third motivated their students to high marks. The second teacher's class did worst. But the students motivated by fear stopped work as soon as the teacher left the classroom, fought among themselves, were easily confused and tensed. The praised group continued to work even when the teacher was away and got along better as a team (Ilegbusi, 2013). Again, there may have been other unknown factors impinging on the research situation. For instance such things as the basis of distinction, between the three classes the personality of each teacher and the relations between him and the students in each particular group may have played a significant part in the results. But the fact that there is a high degree of correlation between several studies which seems to suggest that rewards facilitate learning, at least in the short run.

It is important to note that when rewards are to regulate learning what the rewards signify is much more important than the rewards themselves. Thus, for example, school marks, grades and material rewards are valued not so much for what they are as what they

signify or represent. Rewards are valued for such learned motives as desires for prestige recognition, prestige, exemptions from certain tasks. Most studies done so far on this question (they are as yet quite few) seem in the whole to indicate that success in achievement is a strong motivating force to further action (Ilegbusi, 2013).

Students who are successful and who therefore derive satisfaction from a learning activity are motivated toward additional learning. This seems to call for the arrangement of learning situation in such a way that every learner experiences a reasonable degree of success. It may not be an absolute truth that "nothing succeeds like success", but the teacher would be making the classroom a 'grave- yard' of possible genius if he allows continued failure to frustrate the student who is trying his best. This is perhaps one of the strongest arguments advanced in favour of programming. In this regard, Skinner himself considers reinforcement an important ingredient in learning, and knowledge of the success of a response is an example of this. The more of his time learner spends in making responses that are thus 'reinforced' the greater will be the opportunity for this important factor to operate.

Every learner at whatever level knows how eagerly he expects to know his performance- marks or grade and comments- after completing a learning task. If the marks are high and comments favourable, he is considerably reinforced and if his expectations are not fulfilled he feels some qualms. This simple experience is a further illustration of the value or rewards in motivating learning whether for adults or children (Williams & Williams, 2010). Though, to some extent, rewards tend on the whole to motivate learning the problem is how to use them appropriately. Their limitation stem from the fact that they are a kind of bribe given by the teacher (an authority), and this kind of tip may breed in the student the unhealthy attitude that an activity is only worthwhile for the remuneration it brings in praise, recognition or financial gain. If this attitude becomes general, then what

happens to those activities or learning tasks which must be performed for their own sake (Stiped, 1998).

Also, there is danger that children's attention may be narrowed to what is strictly relevant to getting the reward thus excluding incidental information from learning yet, incidental knowledge may add significantly to one's stock of knowledge (Ilegbusi, 2013). Since rewards invariably go to a few in the group, the fate of those who fail and will continue to fail to get a reward must be considered.

Suppose there are three prizes and many contestants, the problem of losers is to be faced along with that of the winners. A winner may be encouraged through the effectiveness of his reward, but what happens to the losers? The question is whether the price in disappointment to losers is worth what the gain (risk in Nigeria?) is for the few winners. In the Nigerian situation, true to the findings of Dennis in Ilegbusi (2013) elsewhere, the winners may face the risk of being victims of jealousy; they may even find themselves ignored or isolated by their peer group. In such a case the privileged winners find that they have lost rather than gained after all. Or should the school be ruthless regardless of what the effect may be for the student?

Another major limitation of rewards is the fact that, they have to be regulated by authority. The teacher, lecturer or some other authority must set up barriers against their attainment by any short cuts may obviate the honest completion of a specific task. In setting up this kind of barrier the value of the reward become related to the task only through the artificial arrangements set up by an external authority. Besides, students learn that they receive attention and praise through doing primarily what teacher expects or wants and, with stifled initiative, they become over-dependent in later years, an unhealthy development such as this is hardly compatible with the activity called education.

2.4.4 Classroom Arrangement

In a well-arranged classroom, the classroom activities that are to take place and the needs of the students must be considered when planning the arrangement of the classroom furniture and where instructional areas will be located. Defining and clarifying the physical space of the classroom enables students to anticipate in the activity that will be held in each area, thereby increasing their participation and improving their behaviour. Classroom space is a valuable real estate (Bennet, 2015). This means that every square foot needs to be used for activities that support student learning and its use should be maximized. When making decisions about arranging classroom, teachers should ask themselves, "Is this the best use of this space? Does the way I'm using this space help contribute to the success of my students?"

A classroom that has a well-defined physical arrangement and appears organized will promote a positive learning environment. A well-thoughtout physical arrangement according to Bennet (2015) is important for any type of education setting for these reasons:

1. Students learn to respect physical boundaries. There are boundaries between students' areas and teacher-only areas as well as boundaries between each of the student's individual work areas. This provides opportunities to teach students to respect other people's spaces and belongings—an important skill in all life settings.
2. Students learn to anticipate the specific types of activities that will occur in specific areas of the classroom. This helps students participate more fully in the activity because they will enter the area with the mind-set that corresponds with the anticipated activity. Knowing which activity is next also can ward off misbehaviour that often occurs when students are caught off guard or have inaccurate expectations regarding what is about to occur.

3. Students will also learn which behaviour are acceptable and expected in each specific location of the classroom and which behaviour are not acceptable or expected in certain other classroom locations. This, too, is a valuable life lesson that is important at home, in the community, and on the job site.
4. Proper room arrangement provides predictability, which has a calming effect on many students. When students are better able to understand their environment and anticipate what is coming next, they tend to be less apprehensive. Their mental states are more conducive to learning new material. A decrease in anxiety typically translates into a decrease in misbehaviour as well.
5. Your classroom materials are readily accessible. When specific activities happen in specific areas of the classroom, the materials needed for those activities can be located in the area where they will be used, allowing them to be retrieved quickly and easily (Yasar, 2008). This decreases down time and misbehaviour and increases productivity.

Before talking about what table/chair teachers need and how to arrange it, it is necessary to mention again that the ten (10) critical components all work together to make the classroom a place where students make progress and thrive. This first component, physical arrangement of the classroom, is the jumping-off point because the classroom environment affects everything that happens there. When an environment is chaotic, the people in the environment feel more harried. When an environment is cluttered, the people in the environment feel more disorganized, and valuable time is lost searching for the correct materials or locating needed supplies (Williams & Williams, 2010). Classroom arrangement design should begin with a wellthought- out plan for the room and its contents.

In the well-designed classroom, specific areas are dedicated to specific types of activities. The expectations students have about what type of activity is about to take place

is based upon the location. When we walk into a library, we anticipate a certain type of activity will occur, but when we walk into the grocery store or a restaurant, we expect different activities. We know that the behaviour that are expected are dependent on the environment and that different types of behaviour are acceptable in some locations but not in others. Even at homes, we anticipate certain activities and expect to display certain behaviour depending on where we are. We depend on the physical environment to help us determine what activities will occur and what behaviour will be expected of us (Bennet, 2015).

In the same way, students need to be able to develop expectations and the proper mind-set for the different types of activities that take place during their school day. In some parts of classrooms, it is important to help students understand that we expect them to sit and work quietly. In other areas of the classroom, talking and visiting during the activity is acceptable. For example of this, compare the difference between the individual desk area where students are doing math or completing a worksheet and the area of the classroom where they gather for teacher, lecture or perhaps a snack. A thoughtful physical arrangement of the classroom helps the students anticipate and participate in the activity and adjust their behaviour in each area as well.

A well-planned classroom has clearly defined boundaries designating where different types of activities will take place. This helps you teach what the expected behaviour is for that specific area and activity. Boundaries need to be as visually clear as possible. Furniture arrangement can provide physical boundaries and clarity. In classrooms, those distinctions are not naturally made clear. If the classroom is not well planned and set up for student success, it can be very difficult to determine the use of different areas. This not only can cause confusion for students and visitors, but it also makes it harder for students to learn and teachers to teach. In some classrooms, two different areas are needed for group activities.

One of these areas is for small group instruction, where academics such as reading and math take place. The second area is for group lessons and activities such as arts and crafts.

Often, academic small group instruction is more teacher driven, with students listening and participating. Arts and crafts activities are often more interactive. For example, students may share ideas or tools and actively comment without being expected to raise their hands before speaking. Having two separate areas helps the students anticipate what type of activity will occur and what the expected behaviour in each area will be. This will improve both their participation and their behaviour.

– Teacher work area: This area is important and indispensable. As a teaching tool, having a specific and well-defined teacher work area allows opportunities to teach students the important concept of honoring and respecting boundaries. Students must learn that some places or sections of the classroom are off limits to them. For example, you most likely knock and gain permission to walk into your principal's office. You know that this is his or her separate and private work area, and you understand the importance of gaining permission to enter. Students need to learn and understand the importance of boundaries and private areas as well. This directly translates into appropriate work habits that will be required for the successful employment of students in the future (Amesi & Akpomi, 2013).

– Student schedule area: All students need an individual schedule. Sometimes the students' schedules are located near the door. They could be on the wall, on the door of a cabinet, or on a shelf. Some students' schedules are in a notebook, which works well if the students need to take their schedules to other classes. Other students' schedules may be kept at home base. Some students will not need their schedules as much as others. For these students, a class schedule posted on the board, in a notebook, or at their desks will be sufficient. Some students will use the same type of schedule as their general education peers. For these students, schedules posted in a specific area of the classroom are not

necessary. Regardless of the format of the student's schedule, each student needs his or her schedule to be located where it can be easily seen or located.

– **Work station:** It is strongly thought of that a work station should be set up in every classroom to teach and promote independent work habits. A work station is a place for individual students to begin a task, do the task, finish the task, and put the finished task away without assistance. The use of a work station is an instructional strategy that teaches appropriate work habits and independence. For each work station, teacher will need a desk or a table, a place to put the work or assignment that is to be completed, and a place to put the finished work. The work assignment and finished work areas are usually placed next to the work station. If the student is physically active and needs to move frequently, locating the work a short distance away so that he or she must leave his or her seat to get or put away work allows opportunities for purposeful movement. Some teachers use stacked rolling bins, shelves, or filing bins on the floor beside the student's chair. Wherever the work is placed, it is important that the student can access it quickly and easily (Elissa, 2014).

The work station, sometimes referred to as "the office," is usually placed in a quieter area of the classroom and often faces a wall. The work station may be used for independent work jobs or tasks and also when the student requires a separate area in which to work away from the rest of the class for a time. For these reasons, an area relatively free of distractions is most beneficial. If the work station must be placed in a busier area, a study carrel may be used to block visual stimulation from the student. A work station is sometimes set up in a general education classroom for one or two specific students identified with special needs. This might be a student who is being served in an inclusion setting or perhaps attends general education for several specific subjects (Elissa, 2014). It is common for general education teachers to discover how useful work stations can be not only for one specific student but for others in their classroom as well.

2.4.5 Techniques of Punishment

Punishment is based on the belief that if children are made to suffer for wrong, they will not repeat their inappropriate behaviour (Department of Education, 2000). Hence, in the school context, punishment is an action taken against an individual as a consequence of deviation from the school's code of conduct. Punishment is the undesirable, painful or discomforting effect that results from misbehaviour (Savage, 1999). Punishment can be effective in stopping unwanted behaviour. However, research shows that the use of punishment may also have several undesirable side effects (Savage, 1999). According to Lakes (2004), controlling children in this manner hinders their development of self-esteem and self-identity. Controlling students may also reinforce the powerlessness they feel in adult environments and could stunt their growth toward equality, which could further escalate violence and anti-social behaviour in secondary schools. However, Sawankwe (2007) asserted that, punishment is a controversial issue that demands the highest degree of professionalism and responsibility on the part of the teacher. The teacher must act on behalf of the parents, in the best interest of the student, who is being prepared to take up his/her place in society. Learners therefore need to learn that their freedom cannot be at the expense of others and that they will be held accountable for their actions.

Teachers should understand the pros and cons about using punishment in the classroom, as schools frequently build punishing, or aversive, consequences into plans designed to help manage student behaviour. An important point about possible punishers is that they affect different people in different ways. Imagine a scenario, for example, in which a teacher uses time out as a behavioural intervention for two students who frequently call out in the classroom. One student stops calling out almost immediately. For this student, time out is clearly a punisher. The second student persists in calling out, despite being placed repeatedly in time-out. For that student, time-out has no effect and is not a punisher

at all (Santrock, 2001). Punishment can take various forms in classroom discipline programmes. Sometimes an event is presented whenever the student shows an undesired behaviour. A teacher may reprimand a student, for example, each time that the student leaves her seat without permission (Barbara, 2002). In another form of punishment, the student may temporarily be removed to a less-reinforcing setting (for instance, by being sent to a time-out room for a 10 minute period of seclusion) whenever she displays a negative behaviour (Gordon, 2001). In a type of punishment known as response-cost, a student has rewards, tokens, privileges, or other positive reinforcers taken away whenever he or she engages, in a problematic behaviour. All examples of response cost is a student who earns stickers for good classroom conduct having one sticker removed from her sticker chart for each episode of misbehaviour.

Teachers sometimes find punishment to be effective as a classroom behaviour management tool, especially in the short term. Because punishment tends to rapidly stop problem behaviour, the teacher in turn positively reinforced for using it (Martens & Meller, 1990). On the surface, then, punishment may appear to be a powerful and attractive behaviour management strategy. But this power can come at a significant cost. Research indicates that punishment is sometimes accompanied by significant negative side effects, students who are regularly the object of punishment may over time show a drop in positive attitudes toward school (resulting in poor attendance and work performance), have a more negative perception of teacher and adopt a more punitive manner in interacting with peers and adults (Martens & Melter, 1990). Punishment techniques of any kind are strong behavioural medicine and should be used with care and compassion. Before using any punishment technique, the teacher should consider whether: the student's behavioural problems are caused by a skill deficit. From an ethical standpoint, students should never be punished for behaviour that they cannot help. For example, a student who is chronically

disorganized and always arrives late to class with no writing materials may well need to be taught organization skills rather than be punished for his lack of preparedness. Positive techniques alone will adequately improve problem behaviour (Bennet, 2015). Instructors have a range of positive behaviour intervention strategies to draw on when shaping student behaviour. These positive approaches might include the structuring of the student's classroom experience to avoid behavioural triggers that lead to problems or the use of praise and other forms of reinforcement in order to reward the student for engaging in appropriate, learning friendly behaviour.

Punishment techniques, particularly strong forms of punishments such as isolation/seclusion time-out from reinforcement, generally should be considered only when the range of positive strategies has not been successful in improving the student's conduct (Stiped, 1998). Teachers who include punishment as one element of a behaviour plan are most likely to experience success if their plan follows these guidelines: punishment is paired with positive reinforcement. In countries like the U.S. and Malaysia, discipline is often understood more narrowly as punishment and as a result many mistakenly equate discipline with punishment. Most people, educators and parents alike, use the word discipline to mean control through punitive measures. To many people, discipline suggests physical punishment; to others, rigid control of rules and regulations and autocratic authority, It is also indicated that many people associate the word "discipline" with punishment, which falls short of the full meaning of the word and that through discipline, children are able to learn self-control, self-direction, competence, and a sense of caring. In an attempt to distinguish discipline from punishment, Kight and Roseboro (1998) described discipline as a positive approach to teach a child self-control and confidence; they maintain that as opposed to punishment, discipline techniques focus on what educators want the child to learn, and what the child is capable of learning.

Discipline is a process, not a single act. Good discipline according to Joubert and Squelch (2005) does not happen by chance. It needs to be purposefully planned. It is the basis for teaching children how to be in harmony with themselves and get along with other people. According to Kight and Roseboro (1998) the ultimate goal of discipline is for children to understand their own behaviour, take initiative and be responsible for their choices and respect themselves and others. In other words, children will internalize this positive process of thinking and behaving. Punishment, on the other hand, according to Kight and Roseboro (1998) focuses on the misbehaviour and may do little or nothing to help a child behave better in the future. Kight and Roseboro (1998) believed that punishment has negative effects on children, such as inducing shame, guilt, anxiety, increased aggression, lack of independence and lack of fear for others, and greater problems with parents, educators and other children, Joubert and Squelch (2005) indicated that some forms of punishment are limited by law. The difference in discipline as outlined by the acknowledged researchers gives a sense that discipline is more proactive in nature whereas punishment is more reactive.

But merely suppressing unacceptable behaviour is not enough: the students should also be encouraged to adopt positive classroom behaviour to replace them. When planning a behavioural programme, then, it is always a good idea to complement negative consequences for inappropriate behaviour with a positive-reinforcement system that rewards a child's positive behaviour. In fact, for some students (for example, those wish Attention-Deficit Hyperactivity Disorder), the positive reinforcement programme (like, sticker chart) should be put into place first. Only when that positive programme begins to show results, a mild punishment component (like, response-cost) is added. The plan uses the mildest punishment technique that is likely to be effective (Savage, 1999).

When selecting a punishment technique, start off with less intensive interventions. Consider moving to a more intensive or restrictive form of punishment only if the milder alternative proves ineffective. A teacher may first decide, for example, to try in-class time-out (with the student remaining in the classroom during time-out and watching but not otherwise participating in academic activities) before moving to a more intensive form of isolation time-out in which the student is sent to a special time-out room for misbehaviour (Savage & Savage, 2010). The student is not only deprived of key opportunities to social but also and academic skills. When selecting negative consequences to impose for student misbehaviour, teacher should carefully consider possible harmful effects of that consequence before implementing it. For instance, reducing recess time as a consequence for misbehaviour may not be the best approach if the student already has few friends and limited social skills. Missing unstructured free time with her peers may in fact only worsen the student's social isolation. Similarly, teachers may want to rethink placing students with academic deficits into seclusion time out or in-school detention, as such a consequence would deprive those children of opportunities for academic instruction that they need (Cherry, 2011). The student provides input as the behaviour plan is being developed. One potential unintended effect of punishment techniques is that the target student may feel powerless, a situation that could erode the child's investment in learning. Whenever possible, the teacher should give the student advice in the design of the behaviour management plan. For example, a teacher designing a response cost programme might ask the student to come up with a secret sign that the instructor might use to serve as a warning to the student that is on the verge of having a point deducted from his “Great Study behaviour” chart. The behaviour plan is congruent with state regulations and school district policies and is parent support (Crane, 2001).

The use of punishment procedures to manage student behaviour is an issue of growing debate in school discipline, instructors should take care that all elements of a behaviour plan, including punishment procedures, fall within disciplinary guidelines. Parents, too, should be informed of any behaviour plan being put into place for their child and asked to sign off on it prior to that plan being implemented. It is particularly important that parents approve behaviour plans if those plans contain punishment procedures such as use of time out. The teacher monitors the effects of the behaviour plan, because punishment procedures can in some cases lead to unintended negative effects on student performance and attitudes towards school, behaviour plans that include a punishment component should be closely monitored. Monitoring should include collection of information both about whether the student's problem behaviour are improving under the plan and whether the child is showing any negative reaction to the behaviour plan itself (Cruickshank, Jenkins & Metcalf, 2009).

Here are some ideas to think about if problems arise when using punishment techniques as part of a larger behaviour plan: The student reacts negatively to the behaviour programme. Whenever a new behaviour plan is put into practice for a student, teachers can expect that the student may initially test the limits of the programme. Such testing behaviour may include loud complaining, or the student's refusing to follow teacher requests. Often, such behaviour subside when the programme has been in race and consistently enforced for a short time. If the student reacts to the programe, though, with more serious behavioural outbursts that suggest a safety risk to self or others, the teacher should consider substantially revising or discontinuing the plan immediately. Also, if the student begins to show other negative reactions sometimes associated with use of punishment (for example, reduced investment in learning, increased hostility toward teaching staff, and the likes), the teacher should heed these potential warning signs and revise the behaviour plan as necessary

(Boeree, 2006). The student accepts the programme but shows little behavioural improvement. If a student fails to show significant behavioural improvements within a reasonable amount of time, a plan that contains a punishment component should be revised or discontinued. Teachers should be particularly careful not to regard a behaviour plan as effective merely because it makes the student easier to manage. While an instructor, for example, may like a time-out intervention because it offers her an occasional break from a problem student, that intervention should be regarded as useless or even harmful to the student if it fails to bring about a speedy improvement in that student's behaviour in the classroom (Boeree, 2006).

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

for appropriate behaviour (sticker chart) and punishment for inappropriate behaviour (loss of free time for failure to comply with teacher's requests). The teacher finds that this revised plan is actually easier to administer, since she no longer feels that she has to "nag" the student. Furthermore, the teacher discovers that the new plan retains its effectiveness over time (D'souza & Mahenshwari, 2010).

2.4.5.1 Types of Punishment Techniques Used in Schools

Schools generally employ a hierarchy of punishments for infractions and the hierarchy is generally reasonably consistent (Boeree, 2006).

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

(ii) Detention: Detention is a form of punishment used in schools, where a learner is required to spend extra time in school at a time when he or she would not normally be required. Detention usually takes place during a period after the end of the school day, or on a non-school day, such as a Saturday (Boeree, 2006). However, other times such as breaks in the school day may also be used. If a learner is given detention after school, parents must be given fair warning in writing (Joubert & Squelch, 2005). A detention is typically carried out in a room that offers no amenities for leisure so that learners serving detention will have no outlet to distract them from their punishment. The learners are usually monitored by an educator, and may be required to either bring homework, sit quietly, or perform some punitive or non-punitive task, usually to decrease boredom. Such tasks may take the form of academic activities such as writing an essay or answering questions on why the detention was given, or copying out paragraphs from a text, or writing out lines. Educators who send learners to detention must provide work for the students to do (Rosen, 2005). Detention is usually considered to be one of the milder punishments available to a school. However, if

detention fails to cure the learner's behaviour, and for more severe behaviour, harsher punishments such as suspension, or expulsion may be used.

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

(vi) Report: Report is a punishment often used in schools for persistent and serious bad behaviour, such as truancy. Generally it is the strongest measure taken against a learner. Typically a learner is given a report card, which he or she carries around with them at school. At each lesson, the educator in charge of the class completes and signs a box on the card confirming the learner's presence at the lesson and commenting on his or her attitude. A learner may be placed on report for a fixed time period, such as a week, or until his or her behaviour improves. The parents may also voluntarily place a learner on report. Learners who are falling behind academically due to lack of diligence could be subjected to enhanced reporting, where performance is closely monitored and reported weekly to parents (Rosen, 2005).

(vii) Suspension: Suspension refers to temporarily withdrawing a learner from normal classes. It is assigned to a learner as a form of punishment that can last from one day to a

number of days during which time the learner cannot attend regular school lessons. Historically, this would have meant sending them home, but in school suspension is now also practised, where the learner is separated from classmates but still taught within the school. Thus suspension comes in two forms, out-of-school suspension and in-school suspension.

– In-school suspension: According to Rosen (2005) some schools have a designated location or classrooms for suspension programmes during the school day. In-school suspension is an alternative setting that removes learners from the classroom for a period of time, while still allowing them to attend school and complete their work. Generally a learner assigned to in-school suspension spends the entire day in the designated location, completing work submitted in advance by the learner's educators, while being monitored by school staff.

– Out-of-school suspension: According to Joubert and Squelch (2005), learners may be suspended by the School Governing Body (SGB) after a fair hearing. According to Rosen (2005), out-of-school suspension is an abused and too-often-used consequence for learners' misbehaviour in schools due to the fact that it has become an automatic response for too many of the school administrators. Thus, Rosen (2005) suggested that alternatives must be utilized so that it is not used frequently but only when it is the only recourse. The learner's parents or guardians are usually notified as to the reason for and the duration of the out-of-school suspension.

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

Other negative sanctions

Other lesser sanctions may also apply, including additional homework, chores, being positioned at the front of the class and standing in the corner. Jones's model (as cited in Edwards, 2000) outlined this backup system which comprises negative sanctions that are arranged hierarchically from lesser sanctions to more serious ones. Thus in his model, the following low-level sanctions that can be imposed for misbehaviour are: warning, pulling the card, and a letter home on the desk. If learners create more trouble, the educator may have to impose the following mid-level sanctions, such as: time-out, detention after school, loss of privileges, and parent conferencing. Finally, suspension, Saturday school, delivering the learner to a parent at work, asking a parent to accompany the learner to school, suspension, police intervention and expulsion as high level backup sanctions which are the schools' final effort to get disruptive learners to change their behaviour.

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

2.4.6 Techniques of Non-verbal Communication

Teachers often complain about discipline, lack of attention and motivation and many other problems, many of which lead to a breakdown in communication between teacher and students or between students themselves. It is well known that speech is only one part of communication, yet teachers often forget about or underestimate the importance of non-verbal communication in their own and their students' performance (Ledbury et al., 2004). Indeed many communication experts believe that most interpersonal communication is non-

verbal. People's faces disclose emotions and telegraph what really matters to them (Santrock, 2001). Two aspects of non-verbal communication are the use of eyes and the facial expressions; both of which are powerful tools to convey messages. Yet, much classroom time is spent with eyes firmly fixed on the book, the board, the window or roaming randomly around the teaching and learning environment.

The use of eyes and facial expressions are considered as having a disciplinary function in most of the sources and are reported as having many related functions which help teachers in managing classrooms. According to Gower and Walters in Zeki (2009), the main uses of eye contact in the classroom are to show a student who is talking that the teacher is taking notice; to check that everyone is concentrating; to indicate to a student that you want to talk to him or you want him to do something; to encourage contributions when one is trying to elicit ideas; a teacher only knows students have something to say by looking at them; and to hold the attention of students not being addressed; and encouraging them to listen to those doing the talking and to maintain attention (Snyder, 1998).

The use of eyes, mimics and gestures are also believed to help establish rapport; a teacher who never looks students in the eye seems to lack confidence and gives the students a sense of insecurity (Gower & Walters in Zeki, 2009). Similarly, Pollitt (2006) also indicated that eye contact is an important key in the sense that if a teacher does not look the students in the eye when speaking to them, it may show a lack of confidence in oneself hence, the teacher is likely to have problems with discipline. Rossman in Zeki (2009) also added that "teachers need to coordinate their body language, speaking voice, eye contact and wardrobe to create a convincing, but not confusing impact on the learner.

Hence, it can be concluded that facial expression and eye contact can play an important role in reflecting teacher's confidence. A teacher needs to be convincing and trustworthy in order to be credible in the eye of the students. Since eye contact and facial

expressions are considered as signs for reflecting teacher's self-confidence; they have an impact on teacher's credibility and trustworthiness. The approach to eye contact is also based on the premise that good eye contact increases rapport (Ledbury, 2004).

Similarly, Ledbury (2004) reported that, establishing a management role in the classroom involves eye contact from the outset. Teachers need to be present in classroom before learners and welcome them individually with a combination of eye contact and their names as they enter the room. They added that eyes can set the tone of a lesson.

As the lesson starts, the teacher can check whether the students are ready or not only through eye contact. Research shows that there is a strong link between the amount of eye contact people receive and their degree of participation in communication. It can be concluded that eye contact encourages students to take part in speech easily since teachers can nominate and invite responses by eye. Likewise, Parker (2006) indicated that by maintaining eye contact with students when speaking or listening to them, the teacher is asserting that s/he expects conversation and is interested in what the student is saying, in other words, encourages participation by students. Ledbury (2004) reported that eye contact is, fundamentally, time and effort saving. Research indicated that teachers can save time and effort with specific messages delivered by eye and facial expression among which are praise, encouragement and disapproval. Ergin and Birol (2005) reported that in conveying messages to students, teachers can use facial expressions and eye contact in addition to their voices and intonation.

2.4.7 Techniques of Group participation

Group work is common in today's classrooms, but it's all too easy for things to get out of hand. Margie (2011) outlined some techniques that can be adopted to keep students busy and on task while they are working together. For group work to be successful, the entire class have to be well behaved and on task. Grouping does not work if students use the

time to spend chatting or discussing with their friends. The classroom management situation can deteriorate quickly if steps are not taken in advance to ascertain that students know what is expected from them behaviourally. Following are several classroom management techniques to prepare students for group participation (Margie, 2011).

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

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

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

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

5) Group self-review: Have group members review their work as a team. You might want to ask how each member contributed. If each person did their fair share, how they think they worked together. What they did well, where they could improve, and the likes. It

is better to give this information at the beginning of the activity so each student will be aware that he/she will be evaluated by his or her peers.

6) Signals: Have signals that will tell your students when the activity is drawing to an end so that the noise level is going too loud. Whatever strategy that work well for the teacher should be used.

7) Circulate and supervise: The period for group participation is not the time for a teacher to work on lesson plans or answer a quick email. The teacher should be sure to walk around and listen to conversations to see what students are working on and whether or not they understand the activity. The teacher might choose to use all or just a few of those classroom management techniques. It is either way, but it should be noted that the key to successful group works activity is behaviour management while students work together.

8. Group participation in teaching and learning: Students become interested and learn more from class when teachers use many different techniques to involve them in the learning process. In teaching and learning, the classroom teacher must involve lots of techniques of managing the classroom. These can range from very short and simple techniques, like telling a story about the material, to more involved activities like small student work groups doing collaborative learning projects (Gay cited in Ekundayo & Kolawole, 2013). Because teaching effectively is as much a process as learning effectively, teachers who are new to the classroom situation often find it helpful first to use traditional learning activities that they have modified, and then to experiment with unconventional strategies once they have established a comfortable rapport with their students. As they establish a hierarchy of active learning strategies, teachers also find it useful to document and evaluate the effectiveness of each activity. Asking students to critique activities, places teachers in the role of facilitator rather than dictator (Gay cited in Ekundayo & Kolawole, 2013).

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

While all teachers hope their students will be self-motivated, they soon realize that some need more extrinsic motivation than others. Even motivated students occasionally need their teachers to prompt them to complete learning tasks. Active learning strategies serve as useful educational tools only when all students participate at all time. Even experienced teachers grapple with the problem of ensuring student participation in classroom activities. One way to combat the problem of students who do not involve themselves in classroom activities because they are introverted or uninterested is to state in the course syllabus a policy concerning participation. Gay cited in Ekundayo and Kolawole, 2013) opined that a concise statement that defines active learning and discusses how the teacher will evaluate the quality and consistency of participation can help students realize that student participation is an important course goal. However, students are accountable for participation is not sufficient; teachers need to monitor their system of evaluation constantly and consistently. Most of the students who at first balk at class participation eventually will accept their role as active rather than passive learners. Bonwell and Eison (2012) defined active learning as that which involves students in doing things and thinking about the things they are doing. They list the following general characteristics asstrategies to use active learning in the classroom: students are more involved in the activity than listening, emphasis is placed on developing students skills, during group participation, students are in critical thinking (analyzing, synthesis, evaluation).

9. Criteria for grouping students during teaching and learning sessions: In some learning activities, it may be more efficient for a teacher to organize his class into several sub-groups rather than a single large group for a good classroom management. Intra class grouping arrangements in which students in each group work on a common task gives students greater opportunity than whole class activities to interact with one another, allowing tasks to be tailored to special interests or needs and a variety of tasks to be addressed during class (Ledbury, 2004).

Group learning activities in which students learn from one another have proven to be quite successful. Students can engage in cooperative learning activities in large group settings, but when the class is divided into group sessions, students, will benefit from each other particularly when students are teaching one another. Osman (2010) opined that there are variety of task group patterns commonly used to facilitate cooperative learning and they include: (i) peer instructions groups, (ii) practice groups, (iii) interest or achievement level groups, (iv) problem solving groups

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

1. You need to clearly define the tasks for each group and the responsibilities of each member of the group.
2. All group members should be jointly accountable for completing the shared task, with each member responsible for individual role.
3. Efficient routine procedures for making transitions for moving into and out of small group activities are necessary to avoid time wasting chaos.
4. Task sheets and advanced organizers directs students' attention and focus and provide an overall picture of what they are expected to accomplish in their groups.

5. To avoid interrupting cooperative group work, directions should be clarified and specified for everyone before attentions are turned to indi-vidual group activities-
6. Monitor group's activities, provide guidance as needed without usurping individual students' responsibilities for designated tasks.
7. Model active listening techniques.
8. Use formative feedback to regulate activities. Engage behaviour during group task sessions because students should be involved in discussions and working on a specified task. Thus, formative feedback for regulating the activities is relatively easy to obtain.
9. Closure points are needed for lengthy sessions. As with other type of sessions, students need to experience climatic moments to reinforce engagement positively. Having a sequence of subtask, rather than one overall task, facilitates this need if you provide students with feedback as they complete the subtasks.
10. Individual group work should be followed up and used during subsequent learning activities.

10. Discussion sessions in classroom as an aspect of group participation: The success of any group participation in teaching and learning, typically depends on students' focusing on a particular topic during discussion sessions. For students to be engaged in discussion activity, they must attentively listen to what classmates say and be willing to make comments and raise questions pertinent to the topic. Discussion can be conducted in small groups or large class meetings of a whole class. Osman (2010) further suggested points teachers need to keep in mind when planning discussion sessions in a classroom:

1. Efficient use of allocated time for a discussion session partly depends on how clearly the directions communicate the exact procedures to be followed, if a teacher consistently follows the same procedures for all discussions, students learn from

repeated experiences to follow those procedures automatically without elaborate directions. For the first sessions of discussion, teachers need to spend time directly teaching the procedures employed to achieve the necessary tasks.

2. Student talk is likely to stray from the topic of a discussion unless that topic is specified and the purpose of discussion is understood.
3. The focus of discussion is more likely to be maintained when students perceive that the discussion is purposeful.
4. Sitting arrangements in which students face each other and the teacher is not the focal point. It is better to encourage students to speak and listen to one another.
5. With little or no disruption, teachers can use non-verbal signals, such as hand signals, to direct student behaviour.
6. Teacher need to encourage active participation and listening.

2.5 Teacher Role in Classroom Management

Teachers are principal managers of their classrooms. However, classroom management could pose a problem to the teacher, if he lacks the competence to create the setting. Among the roles the teacher has to play are; decorate the classroom, arrange the chairs, talk to the students, and listen to their responses, putting routine in place and then executing, modifying and reinstating them, developing rules and communicating those rules to students. It is important for one to note that, the action performed by a teacher on each of these variables mentioned above, will determine the academic achievement and behaviour of the students.

Oyinloye (2010) opined that, it is the duty of the teacher to create a good learning environment. The creation of good learning environment involves how a teacher manages or ensures both physical space and cognitive space. The way the teacher prepares the classroom physically could determine the level of students' participation in lesson. A

physical management of the classroom could make the classroom warm and inviting, while distracting features of a room are eliminated. The physical arrangement of the classroom, should match the teachers' philosophy of learning. Students should also have access to necessary materials. The teacher has to manage the cognitive space properly. This refers to the expectations the teacher set for students in the classroom and also the process of creating motivational climate. An effective teacher is expected to create classroom management practices that will make the students see the need for learning. This could happen where the teacher develops plans of what to achieve and rules and procedure to be followed by both teachers and students especially at the beginning of the term.

Lewis (2000) stated that setting limits for students make them behave better and know what to do. The rules will show the expected behaviour in the classroom such as how students interact with peers and teachers, while procedure will spell out how things are done. The rules are best made by both teachers and students. The teachers should also encourage the students to see the need for the activities in which they are involved and that of others. This will encourage them to put in their best. Teachers should be able to take appropriate decisions at an appropriate time. Brophy (1998) explained that teachers should always be attentive to students' individual behaviour and learning needs. This means that for a teacher to maintain a learning environment, he needs to actively monitor the activities of the students. Active monitoring from classroom research, involves watching behaviour closely, intervening to correct bad behaviour before it escalates.

However, Jones (1996) opined that teachers must monitor both students' behaviour and learning by keeping eyes out for when students appear stuck, when they need help, redirection, correction and encouragement. In order to maintain an effective classroom management, teachers must always check students understanding. This he can do privately and publicly. Teacher must always anticipate learners' actions and reactions during a lesson,

in order to deal precisely with any problem that could occur. Another important factor in classroom management is the communication style between the teachers and students. The communication style of a teacher has a lot of influence in the achievement of students. Cowley (2003) stated that stipulated that effective teacher, will describe objective clearly, give accurate instruction for assignment, respond to students' questions and understand the needs of the students. Therefore, communication should be made in clear language, which will enhance students understanding. In order words, students should be encouraged to make their own contributions freely and they should be made to understand that their contribution is valued. These tips are also a guide to good classroom management, in the same vein, Groove (2011) outlined five critical classroom management domains a teacher should follow to get a good discipline in the classroom. They are:

1. the teacher must be academically sound so that your students will not loose faith in you as a teacher. So you must shine as a teacher;
2. you must be able to manage your time very well as a teacher. Good time management, helps you not to be lackadaisical and sloppy;
3. discipline – always maintain good discipline in the class. For instance, you can't teach if your students are fighting and screaming in the classroom;
4. relationship building – to be effective you must build professional working relationships with students, pupils, parents, administrators, colleagues, and community; and
5. job protection – the teacher must always be in the classroom to protect the interest of the job. If you are not in the classroom, you can't teach. Finally, these domains or techniques are important, and together are critical to your success as a teacher, likewise, all the above mentioned techniques are important, because they will surely help the teacher to easily manage and control the classroom effectively, and this will

lead to enhanced efficient classroom teaching and learning, as well as good character development.

2.5.1 Knowledge and Behaviour of Teachers in Classroom Management

When seeking explanations for lack of achievement or for behaviour problems, a teacher needs to be prepared to consider inadequacies in the learning content, process and environment rather than inadequacies in the child (Wheeler, 2000). The teacher needs to reflect on what he or she teaches and how he or she teaches it. What does the teacher say and do in the classroom to develop understanding? How does the teacher introduce new topics? Does the teacher spend enough time explaining purpose and relationship to previously taught information and skills to enhance developmental learning? A teacher must however not only look at social backgrounds, but also at what happens inside the classroom. How students behave is often a reaction to factors within the school. To Akpomi and Amesi (2013), a teacher needs to reflect on the learning environment he or she has created and whether this engages all students actively and meaningfully by ensuring that:

1. It is important for a teacher to investigate how his or her style of teaching can affect progress and behaviour of different students.
2. Timing of teaching-learning interactions is an essential part of classroom management and many behaviour problems can be avoided by improved management of the classroom environment and timing of classroom activities (Amesi & Akpomi, 2013; Vipene & Akpomi, 2009).
3. Knowledgeable teachers are classroom managers who address the needs of students both in terms of what they teach and how they teach. Though teaching is generally a group activity, learning is very individual.
4. Knowledgeable teachers are sensitive to these differences and take actions to accommodate them so that, ideally, each student is provided an optimal learning

experience. Teachers for example decide where students sit in the classroom. This may appear an unimportant decision, but it is not.

5. The sitting arrangement in a classroom can enable or disable interaction, as well as impact student behaviour and attitudes. Thus, it is important to decide who will sit where and during which activity, based on the teacher's knowledge of his or her students. Research shows that students sitting farthest away from the teacher have the fewest interactions with them, the least involved in classroom activities, and have the lowest achievement scores. Implications of such findings are obvious: teachers need to find ways to be physically close to their students, especially those who experience problems with learning (Amesi & Akpomi, 2013).
6. A teacher who manages his or her classroom by walking around can be close to every learner at different times. Apart from imparting knowledge and skills, teachers also help children to define who they are. From daily interactions with teachers, students learn whether they are important or insignificant, bright or slow, liked or disliked (Amesi, 2011).
7. Teachers transmit these messages by the way they speak to students, their facial expressions and gestures, and by the amount of time they devote to each individual learner. Often teachers point out students' deficiencies more than praising them for their efforts and improvements. To most students, this is very discouraging and may result in feelings of inferiority and failure. A teacher needs to realize this. From the messages that students receive, they decide whether they are willing to risk participation in classroom activities or not. Knowledgeable teachers recognize that such involvement does not always come easy (Amesi, 2014).

A quality, essential to a psychological comfortable classroom environment is mutual respect. Too often, discussions related to respect focus mainly on the necessity of students

respecting teachers. However, teachers and students must respect each other and respect has to be earned by both. It has to do with the way teachers and students interact. Students may have negative classroom experiences because they are ridiculed by teachers or peers, or they repeatedly hear that they are disruptive or slow or dumb. These and other negative messages telling students that they are not valued or respected, often result in students giving up on classroom participation. Research on teacher-student interaction shows that teachers often behave differently towards individual students based on their own perception of what a student can or cannot do. Students labeled as "low-achievers" get less opportunities to participate, and those perceived as "disruptive" are treated as such, even when behaving (Akpomi & Amesi, 2013; Burnett, 1994).

To be successful as a student, the student must attend to what teachers do, what they say and how they perform. Teachers should observe students' reactions in class to find out whether they are getting across to them. Thus, teaching is not a matter of reading from a textbook, or dictating notes, but a participatory process. According to Amesi and Akpomi (2013); Akpomi (2011) and Yusuf (2005), teachers rely on a variety of signals from their students and these include: eyes on' behaviour means students are paying attention; squirming behaviour means they are tired or bored; affirmative nods of the head means they follow and understand; and puzzled looks means they are confused and so on.

Anao (2003) viewed that the major decision that teachers make on the basis of their observations of students is when it is appropriate to move on to the next topic, problem or issue. Teachers need to reflect on their assumptions and expectations by asking students for feedback on the teaching-learning process and on what happens in the classroom in general. Teachers can learn from students. It is important for teachers to know what makes a good teacher in the eyes of his students. Such characteristics of quality teachers almost always have to do with a teacher's ability to relate to students as individuals in a positive way,

treating them with respect, making lessons interesting and varied, providing encouragement and telling them to believe in themselves and their own abilities. This means that positive teacher-student relations and classroom climate must be important factors influencing how students experience school.

For teachers who care, the student as a person is as important as the student as a learner. Caring teachers know their students in both ways. Such teachers model understanding and fairness. These are qualities most often mentioned by students in their assessments of good teachers, in addition to qualities displayed in everyday social interactions like listening to and taking into account what students say, having a good sense of humour, encouraging students to learn in different ways, relating learning to earlier experience, encouraging students to take responsibility for their own learning, being knowledgeable about their subject, creating learning environments that actively involve students and stimulate in them an excitement to learn. In that regard, checking that homework is done and that the curriculum is covered (Akpomi, 2013; Hess & Leal, 2001).

Motivation to learn and to behave is contingent on interest. If a teacher's teaching can harness the curiosity of students, he or she can also elicit a willingness of students to learn and behave. Interest-satisfying teaching motivates students far more effectively than coercing them into tasks they consider irrelevant and boring. This implies that the execution of the tasks of a teacher and what a teacher's models is crucial in the prevention of misbehaviour. However, despite such efforts to practice positive interaction, behavioural problems may occur.

2.5.2 Techniques Teachers Need to Apply in Classroom Management

Approaches to classroom management involves, creating a positive classroom community with mutual respect between teacher and students (Bear, Cavalier & Manning, 2005). Teachers using the preventative approach offer warmth, acceptance, and support

unconditionally - not based on a student's behaviour. Hence, teachers need to apply the following technique:

1. A teacher needs to be prepared for teaching with techniques ranging from a counseling approach, focusing on understanding and mutually solving a problem to behaviour modification or ignoring inappropriate and reinforcing appropriate behaviour. What is crucial though is that, teachers always clarify the behaviour that is unacceptable, to the students. The issue here is whether the teacher can look beyond a student's immediate misbehaviour and see a person worthy of respect. Passing such a test will make teachers more credible in the eyes of their students, not only as teachers but also, and more importantly, as genuine caring human beings (Amesi & Akpomi, 2013).
2. Teachers may have focused too much on what to do when students misbehave and therefore perceive discipline as something separate from teaching techniques, only to be employed if and when problems arise (Akpomi & Amesi, 2013).
3. However, classroom management is an integral part of effective teaching, as it helps to prevent behavioural problems through improved planning, organizing and managing of classroom activities, better presentation of instructional materials and better teacher-student interaction, aiming at maximizing students' involvement and cooperation in learning. Disciplinary or behaviour control techniques are in the end less effective as they do not promote the development of a self-concept or a degree of responsibility and autonomy (Okwudishu, 2005; Akpomi, 2002).
4. Corporal punishment: until recently, corporal punishment was widely used as a means of controlling disruptive behaviour but it is now no longer fashionable, though it is still advocated in some contexts by researchers such as Amesi and Akpomi (2013).

5. Rote discipline: Also known as "lines," rote discipline is a negative sanction used for behaviour management. It involves assigning a disorderly student sentences or the classroom rules to write repeatedly. Among the many types of classroom management approaches, it is commonly used (Amesi & Akpomi, 2013; Bear, 2008 & Akpomi, 2002).

2.6 Empirical Studies

The following researches are related to the on going study: Adeyemo (2012) conducted a study on the Relationship between Effective Classroom Management and Students' Academic Achievement in Lagos State. The aim of this study was to examine the relationship between effective classroom management and students' academic achievement in Physics subject. The study was carried out in 10 randomly selected secondary schools in Shomolu Local Government Area of Lagos State. The design adopted for the study was a descriptive survey approach. Simple descriptive analysis was used. The major instrument used in this study were student questionnaire, teacher questionnaire and Physics achievement test, data were gathered with the research instruments and were analysed. The research questions were answered and four hypotheses formulated were duly tested using ANOVA and t-test statistics. Based on the findings of this research, it was concluded that effective classroom management techniques have strong and positive influence on student achievement in Physics.

This study has direct relationship with the present study as it was conducted on the Effective Classroom Management strategies. The study is also related to the present study in the area of research design, instrument used for data collection and data analysis. But the study differs in location, the previous study was conducted in Lagos state, while the present study was carried out in secondary schools in Oyun Local Government Area of Kwara State.

Ekwueme (2011) assessed the Application of Classroom Management Techniques on Teaching and Learning in Primary Schools in Kano Metropolis, Nigeria. The study was specifically interested in finding out the application of punishment, motivation, reward, group participation and time management techniques on teaching and learning in primary schools. Five objectives, research questions and hypotheses were postulated. The hypotheses tend to find the significant differences in the opinions of stakeholders in the application of classroom management techniques on teaching and learning. The researcher reviewed relevant literature, in order to establish the theoretical base of the study. The descriptive survey method was adopted for investigations and collections of data. The questionnaire was designed with a checklist consisting of Likert rating scale. The questionnaire was vetted by experts in Educational Administration and Planning, and later subjected to pilot test in two public and private primary schools in Kano metropolis.

The population of the study was 1025 public and private schools with 14200 teachers, while the sample size was 10% of the parents' population. The data collected were statistically analysed using simple percentage and mean tabulation table. Chi-square (χ^2) was used to determine the opinion of the stakeholders, at a significant level of 0.05. The null hypotheses were rejected, if p-value is less than a= 0.05 level of significance. The major findings indicated that punishment has different techniques used on behavioural problems. The techniques range from flogging or canning, scolding and warning, positioning in front of class, kneeling down, suspension from class and additional homework. On reward techniques, diverse ways of applying these techniques were revealed; ranging from simple praises, clapping of hand, smile, acknowledgment by nodding of head, and the likes. In group participation, different types of management techniques can be applied, and that in time management, the teachers must not waste time while moving from one lesson to another to avoid disturbance and confusion in the classroom. Recommendations were made

such as the need for seminars and workshop for primary school teachers to improve their skills in managing their classroom and proper supervision of class activities by school heads.

The study has a significant relationship with this study as it forms one of the major empirical base for this study. The area of dissimilarities of this study with the present study is that, the previous study was carried out in primary schools in Kano metropolis, while the present study was conducted in Oyun Local Government Area of Kwara State.

Ekundayo and Kolawole (2013) carried out a study on Time Management Skills and Administrative Effectiveness of Principals in Nigerian Secondary Schools. The study examined time management skills and administrative effectiveness of principals in Nigerian secondary schools. The descriptive survey design was used for the study. The population consisted of all the principals and teachers of secondary schools in Ondo, Ekiti and Osun states. The sample comprised 200 principals and 600 teachers randomly selected from the three states. The data collected were analysed using frequency counts, simple percentage, mean and standard deviation. The study revealed that the time management skills as well as the level of administrative effectiveness of the principals were encouraging. However, the study revealed the factors that constitute impediments to the time management skills of the principals. These include the need to respond to emergency cases in the school, the need to respond to urgent calls from the ministry of education among others. The study further revealed the strategies that can be put in place by the principals for better time management. These include the need for the principals to identify their most consuming tasks and determine whether or not they have investing their time in the most important activities, and keeping a readily accessible record of their appointment and tasks among others. Based on the findings, it was recommended that the tempo of time management skills of the principals as well as their administrative effectiveness should be sustained while efforts should be

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

This study is similar to the present study because it examined one of the variables of this study. The study is also similar as it used the survey research design and data were collected using questionnaire which this research also used. This research is different to the present study as it was conducted in Ekiti, Ondo and Osun State, while the present study was carried out in Oyun Local Government Area of Kwara State.

Mumtaz (2014) examined the Application of Classroom Management Strategies in Public and Private Sector at School Level in Pakistan. The focus of the study was to: determine the classroom management strategies being employed in public and private schools; assess the effective strategies that can be used in classroom to improve student performance; and make a comparison of the classroom management strategies used by public and private schools. The descriptive survey design was used for the study. The population of the study consisted of 102 public and 150 private school teachers at secondary level in Punjab (province of Pakistan). An appropriate sample of the study consisted of 50 teachers of each Public and Private sectors which was selected through stratified random sampling technique. A researcher made questionnaire was used for data collection and the analysis of data was made through percentage. For the purpose of data analysis mean scores was calculated in the view of public and private teachers responses. Recommendations were made that; there should be consistency in a quality of teaching during each class in public schools; teacher should develop a positive attitude to all the students and show trust in their actions and intentions in public as well as private schools; teachers should provide guidance to the students on how to discuss subject matter, ask questions and express ideas; student's behavioural problems should be resolved in public schools; teachers should observe students' behaviour problems carefully and decide which strategy is to used to solve the

problems; teachers should also state the rules clearly to students in both sectors; teacher should be cooperative in the class in public and private schools; teachers from both sectors should provide organized learning materials to the students; public and private teachers should motivate the students to achieve their academic work; and immediately feedback should be provided to the students in both sectors.

This study is related to the present study because, the topics are the same and the research design, instrument for data collection and the procedures used in data collection are similar, but the study differs as it was conducted in Punjab (province of Pakistan), while the present study was be carried out in Oyun Local Government Area of Kwara State. Also, the study was different because percentage was used for data analysis while the present study used a more standardised instrument for data analysis.

2.7 Summary

This chapter discusses the issue of application of classroom management techniques in secondary schools in Oyun Local Government Area of Kwara State, Nigeria. In this research also, the researcher was able to highlight the important variables of classroom management techniques to include; punishment, motivation, time management, group participation and discuss the theoretical background of the study. The study also enumerated the depth and quality of literature on Classroom Management Approaches; Teachers Role in Classroom Management; Knowledge and Behaviour of Teachers in Classroom Management; and The Importance of Classroom Management. In summary, the chapter has also reviewed empirical studies related to this study, studies that have direct bearing with appraisal of literature reviewed areas of classroom management techniques.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter described the methods and procedures used in the conduct of this research under the following sub-headings: population, sample and sampling techniques, instrumentation, validity of the instrument, pilot test, procedure for data collection and procedure for data analysis.

3.2 Research Design

In this study a descriptive research design was used. According to Gay in Ekundayo and Kolawole (2013) it involves collecting of data in order to test hypothesis or to answer questions concerning the current status of the subject of the study. Descriptive research could be case study, survey study, developmental study or co-relational study. In all the above cases, given phenomena or variables are described, as they exist as at the time of the study. The descriptive design sought to establish the differences that exist between two or more variables. Hence the survey tool was used as an instrument for data collection.

3.3 Population of the Study

The target population for this study was principals, teachers and inspectors in public Schools in Oyun Local Government Area, Kwara State. There were 19 public secondary schools in Oyun Local Government Area of Kwara State as at the time the study was conducted, hence, the population of principal was 19, teacher population was 283 while the inspectors were 38. The senior secondary school were chosen because it was assumed that effective classroom management techniques were needed by teachers in this level of education for the purpose of attainment of educational goals and objectives. Teachers were used, because they were directly involved in the classroom management and in the building

of the future leaders. This as a result calls for teachers to have adequate knowledge in order to be able to manage their classrooms effectively, to enhance teaching and learning. The population is as presented in table 1:

Table 1: Population of the Study

S/N	Name of School	Educational District	No of Principal	No of Teachers	No. of Inspectors
1.	Suraju Deen College, Erin-Ile	Odo-Ogun	1	16	2
2.	Ikotun High School, Ikotun	Oke-Ogun	1	10	2
3.	Ojoku Grammar School, Ojoku	Oke-Ogun	1	14	2
4	Oynu Baptist High School	Oke-Ogun	1	30	2
5.	Ira Grammar School, Ira	Odo-Ogun	1	15	2
6.	Government Sec. Sch., Igosun	Oke-Ogun	1	12	2
7.	Government Tech Coll., Erin-Ile	Odo-ogun	1	14	2
8	Erin-Ile Secondary Sch., Erin-ile	Odo-Ogun	1	23	2
9.	Igosun Grammar Sch., Igosun	Oke-Ogun	1	12	2
10.	Ansaruldeen College, Ipee	Oke-Ogun	1	15	2
11.	Ansaruldeen College, Ijagbe	Oke-Ogun	1	16	2
12.	Government Sec. Sch., Ipee	Oke-Ogun	1	15	2
13	Government Sec Sch., Igbonna	Odo-Ogun	1	11	2
14.	Moje High School, Erin-Ile	Odo-Ogun	1	12	2
15	Oyun L.G Sec. Sch., Ilemona	Odo-Ogun	1	10	2
16.	Oyun L.G Sec. Sch., Ahogbada	Odo-Ogun	1	11	2
17.	I.B.G.S Ipee	Oke –Ogun	1	16	2
18.	Ansarul Islam College, Ikotun	Oke-Ogun	1	15	2
19.	C.C.H.S. Erin-Ile	Odo-Ogun	1	16	2
	Total		**19**	**283**	**38**

Source: *Oyun Zonal Education Board (2015).*

3.4 Sample and Sampling Techniques

The sample size for the study was 302 respondents, comprising 19 principals and 283 teachers and 38 from public secondary schools in Oyun Local Government Area of Kwara State. The entire subjects were used because the population is not too large and the use of all the population represented a true picture of what can be obtained in the secondary schools under study. Amadi (2010) asserted that any single study scope capable of representing a true population of the study can be used while conducting research. Table 2 shows the sample of the study.

Table 2: Sample of the Study

S/N	Name of School	Ednal District	No Principal	No of Teacher	No. of Inspectors
1.	Suraju Deen College, Erin-Ile	Odo-Ogun	1	16	2
2.	Ikotun High School, Ikotun	Oke-Ogun	1	10	2
3.	Ojoku Grammar School, Ojoku	Oke-Ogun	1	14	2
4	Oynu Baptist High School	Oke-Ogun	1	30	2
5.	Ira Grammar School, Ira	Odo-Ogun	1	15	2
6.	Government Sec. Sch., Igosun	Oke-Ogun	1	12	2
7.	Government Tech. Coll., Erin-Ile	Odo-ogun	1	14	2
8	Erin-Ile Secondary Sch., Erin-ile	Odo-Ogun	1	23	2
9.	Igosun Grammar Sch., Igosun	Oke-Ogun	1	12	2
10.	Ansaruldeen College, Ipee	Oke-Ogun	1	15	2
11.	Ansaruldeen College, Ijagbe	Oke-Ogun	1	16	2
12.	Government Sec. Sch., Ipee	Oke-Ogun	1	15	2
13	Government Sec Sch., Igbonna	Odo-Ogun	1	11	2
14.	Moje High School, Erin-Ile	Odo-Ogun	1	12	2
15	Oyun L.G Sec. Sch., Ilemona	Odo-Ogun	1	10	2
16.	Oyun L.G Sec. Sch., Ahogbada	Odo-Ogun	1	11	2
17.	I.B.G.S Ipee	Oke –Ogun	1	16	2
18.	Ansarul Islam College, Ikotun	Oke-Ogun	1	15	2
19.	C.C.H.S. Erin-Ile	Odo-Ogun	1	16	2
	Total		**19**	**283**	**38**

3.5 Instrumentation

The instrument used for this study was a researcher designed questionnaire, tagged, Classroom Management Technique Questionnaire (CMTQ). The questionnaire was designed to collect data from inspectors, principals and teachers on the types of classroom management techniques used in schools. Section 'A' of the instrument contained the bio-data information of the inspectors, principals and teachers, while section B-F comprised items of the instrument used to solicit responses from the respondents.

3.5.1 Validity of the Instrument

To ensure both face and content validity of the instrument, the drafted questionnaire (Classroom Management Technique Questionnaire - CMTQ) was given to the researcher's supervisors and a panel of experts in the Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria for observations, comments and

recommendations. This according to Sambo (2005) that, the validation of the content of the research instrument by experts is an obligation for every researcher to accomplish.

3.5.2 Pilot test

A pilot test was carried out in four secondary schools (Government Senior Secondary School, G.D.S.S. Bomo, G.S.S. Shika and G.S.S. Giwa) in Kaduna State, which were not part of the sample of the study. Thirty nine (39) copies of the questionnaire were distributed to inspectors, principals and teachers to answer the stated questions. The aim of the pilot test was to ascertain the reliability of the instruments, their difficulty level and whether they had power to discriminate over results. The instruments were administered and scored by the researcher and research assistants. This paved way for corrections of the questionnaire items for immediate commencement of field work.

3.5.3 Reliability of the Instrument

The result of the pilot test was calculated using Cronbach Alfa Technique and the reliability index of 0.94 was realized for use in the conduct of the main study because in Cronbach Alfa reliability analysis, the closer the Cronbach Alpha to 0.1 the higher the interval consistency reliability. This is in line with Mukherjee (2000) who stated that the requirement interval consistency was an average value of the correlation co-efficient which must be higher than 0.05.

3.6 Procedure for Data Collection

The researcher obtained a letter of introduction from the department of educational foundations and curriculum to the respective sampled schools. The letter helped the researcher in the administration of the questionnaire. The collection of data was carried out by the researcher with the help of five (5) research assistants and the teachers in the sampled senior secondary schools in Oyun Local Government Area, Kwara State. Two days was given to each teacher to fill the questionnaire items. The whole exercise lasted for two

weeks. The process of responding to the questionnaires was explained to the teachers in order to ensure that valid data were collected.

3.7 Procedure for Data Analysis

The data collected were analyzed using descriptive and inferential statistics. Descriptive statistics of frequency count, percentage, mean and standard deviation were used to answer the research questions while differences that may exist in the opinions of inspectors, principals and teachers were established using Analysis of Variance (ANOVA) in the Statistical Package for Social Sciences (SPSS) version 21. All the null hypotheses were tested at 0.05 level of significance.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents the analysis of the data collected from the sample used in the study. The analysis of the data was based on the research questions and the stated null hypotheses. This is with a view to determine the acceptability or otherwise of each of the hypotheses which guided the research. A summary of the findings was later presented in this chapter for easy understanding and towards drawing a valid conclusion. The chapter ended with a discussion of each of the research questions and hypotheses. Analysis was based on the 340 retrieved questionnaires.

4.2 Description of Study Variable

The following tables show the frequency and percentage of the study variable which include status, gender, age of respondents, marital status, highest educational, year of experience, and school location.

Table 3: Status of the Respondents

Option	Frequency	Percentage (%)
Principals	19	5.6
Teachers	283	83.2
Inspectors	38	11.2
Total	**340**	**100.0**

Table 3 shows that a total of 19 (5.6%) of the respondents were principals while 283 (83.2%) were teachers, while 38 (11.2%) were inspectors. This depicts that the respondents were adequately distributed.

Table 4: Gender of the Respondents

Option	Frequency	Percentage (%)
Males	159	46.8
Females	181	53.2
Total	**340**	**100**

Table 4 shows that a total of 159 (46.8%) of the respondents were males while 181 (53.2%) wre females. By this result, it can be inferred that the population is fairly distributed.

Table 5: Age of Respondents

Option	Frequency	Percentage (%)
21 – 25	77	22.6
26 – 30	112	33.0
31 – 35	64	18.8
36 – 40	35	10.3
41 – 45	34	10.0
46 – 50	18	5.3
Total	**340**	**100.0**

The descriptive analysis on table 5 revealed that 77 (22.6%) of the respondents were between the age of 21-25; 112 (33.0%) were between the age of 26-30; 64 (18.8%) were between the age of 31-35; 35 (10.3%) of the respondents were of the ages 36-40; 34 (10.0%) were between the age of 41-45; and 18 (5.3%) were between the age of 46-50.

Table 6: Marital Status

Option	Frequency	Percentage (%)
Married	192	56.5
Single	148	43.5
Total	**340**	**100**

In view of the analysis made on table 6, it was revealed that 192 (56.5%) of the respondents were married while 148 (43.5%) of the respondents were single.

Table 7: Highest Educational Qualification

Option	Frequency	Percentage (%)
NCE	150	44.1
First Degree	154	45.3
Masters	34	10.0
Others	2	0.6
Total	**340**	**100.0**

Table 7 shows that a total of 150 (44.1%) of the respondents were NCE holders; 154 (45.3%) were holders of first degree. Also, a total of 34 (10.0%) of the respondents were master holders and a total of 2 (0.6%) were with other qualifications.

Table 8: Years of Experience

Option	Frequency	Percentage (%)
1 – 5	168	49.4
6 – 10	122	35.9
11 – 15	34	10.0
16 – 20	12	3.5
21 – 25	4	1.2
Total	**340**	**100.0**

Table 8 revealed that a total of 168 (49.4%) of the respondents had between 1-5 years of experience while 122 (35.9%) were with 6-10 years of experience. Also, a total of 34 (10.0%) of the respondents had 11-15 years experience; 12 (3.5%) had between 16-20 years of experience and a total of 4 (1.2%) of the respondents had between 21-25 years of experience.

Table 9: School Location

Option	Frequency	Percentage (%)
Rural	155	45.6
Urban	185	54.4
Total	**340**	**100**

Table 9 shows the result of the analysis made on school location. Result revealed that a total of 155 (45.6%) of the respondents were from urban located schools while a total of 185 (54.4%) were from rural located schools.

4.3 Answers to Research Questions

Research Question 1: What are the opinions of principals, teachers and inspectors on the application of time management during classroom management in secondary schools in Oyun Local Government Area of Kwara State?

In order to answer this research question, the opinions of principals, teachers and inspectors were collected. The summary of analysis made in respect to research question one was presented in Table 10.

Table 10: Descriptive statistics on the application of time management in secondary schools in Oyun Local Government Area of Kwara State

SN	ITEMS	REPONDENTS	SA	A	D	SD	U	MEAN	SD
1.	If children are held accountable in class work, it helps them make use of class time.	Inspectors	12	5	4	5	12	1.29	802
		Principals	5	7	3	2	2	3.58	1.305
		Teachers	123	96	26	14	24	3.96	1.309
2.	Time is maximized when teachers monitor students.	Inspectors	10	11	7	5	5	3.29	1.626
		Principals	4	7	3	1	-	3.74	0.872
		Teachers	85	103	49	36	10	3.75	1.159
3.	Effective communication between the teacher and students about what to do helps in time management.	Inspectors	11	7	6	8	6	3.11	1.705
		Principals	4	7	3	4	1	3.47	1.219
		Teachers	112	97	13	52	9	3.87	1.245
4.	Setting date for submission of assignment helps students to be time conscious.	Inspectors	11	16	1	3	7	3.92	1.718
		Principals	9	7	1	1	1	4.16	1.119
		Teachers	81	104	34	53	11	3.66	1.222
5.	Lessons that are enriched with teaching aids help time management.	Inspectors	17	8	2	4	7	3.50	1.827
		Principals	6	8	1	4	-	3.84	1.119
		Teachers	109	80	25	55	14	3.73	1.352
6.	Time management comes after much practice.	Inspectors	7	9	7	8	7	2.89	1.624
		Principals	3	5	7	2	2	3.21	1.316
		Teachers	57	95	64	56	11	3.54	1.112
7.	Well planned and structured lesson, aids effective time management.	Inspectors	11	8	5	7	7	3.11	1.737
		Principals	5	4	2	7	1	3.26	1.368
		Teachers	85	118	37	36	10	3.83	1.112
8.	Teachers are helped in managing their time when there is a regular classroom visitation by the principal.	Inspectors	13	15	3	-	7	3.58	1.703
		Principals	4	11	3	-	1	3.89	0.937
		Teachers	111	87	50	28	7	3.93	1.134
9.	Well management group activities help in time management.	Inspectors	6	13	9	5	5	3.13	1.528
		Principals	5	6	7	1	-	3.79	0.918
		Teachers	61	126	54	34	8	3.69	1.049
10.	Unplanned time may result to student's disruption.	Inspectors	14	9	7	2	6	3.47	1.704
		Principals	10	4	4	1	-	4.21	0.976
		Teachers	121	103	19	28	12	3.69	1.049

The descriptive analysis on Table 10 presents the opinions of principals, teachers and inspectors on the application of time management in secondary schools in Oyun Local Government Area of Kwara State. The respondents were of the opinion that setting date for submission of assignment helps students to be time conscious as this item attracted the response mean of 3.92 by the inspectors, 4.16 for the principals and 3.66 for the teachers. This revealed that a total of 11 inspectors strongly agreed with this item with 16 that agreed

as against 1 that stayed undecided. Alike, a total of 3 inspectors disagreed with this item while 7 strongly disagreed. Also, a total of 9 principals strongly agreed with this item with 7 of them that agreed, against only 1 that stayed undecided with 1 that disagreed while only 1 strongly disagreed. Similarly, 81 teachers strongly agreed with this item and 104 that agreed with the item, against 34 of them that stayed undecided and 53 disagreed with 44 that strongly disagreed with the item.

Research Question 2: What are the opinions of principals, teachers and inspectors on the application of reward in secondary schools in Oyun Local Government Area of Kwara State?

In order to answer this research question, the opinions of principals, teachers and inspectors were gathered. The summary of analysis made in respect to research question two was presented in Table 11.

Table 11: Descriptive statistics on the application of reward in secondary schools in Oyun Local Government Area of Kwara State

SN	ITEMS	REPONDENTS	SA	A	D	SD	U	MEAN	SD
1.	There is a strong link between reward	Inspectors	13	6	4	4	11	3.03	1.881
	and goal achievement in learning.	Principals	9	5	2	1	2	3.95	1.353
		Teachers	141	51	24	3	36	3.80	1.486
2.	Behaviour is established in the learning	Inspectors	10	13	5	5	5	3.34	1.632
	if it receives positive reward for a job	Principals	4	11	3	1	-	3.95	0.780
	well done.	Teachers	78	89	51	52	13	3.59	1.210
3.	Reward allows students to see results of	Inspectors	5	4	8	8	13	2.34	1.582
	their efforts instantly and in this school	Principals	6	4	4	3	2	3.47	1.389
	and make them measure their	Teachers	89	66	62	63	3	3.62	1.174
	performances in the class.								
4.	In this school reward is given to students	Inspectors	14	9	5	1	9	3.34	1.820
	when their performances are	Principals	6	7	4	-	2	3.79	1.228
	outstanding.	Teachers	133	69	29	37	15	3.95	1.225
5.	When a student benefits from any form	Inspectors	11	4	4	7	12	2.74	1.841
	of rewards she/he will certainly gain a	Principals	6	6	4	2	1	3.74	1.195
	strong feeling of confidence.	Teachers	132	64	33	50	4	3.95	1.192
6.	Teacher hardly reward students excellent	Inspectors	10	14	5	3	6	3.37	1.651
	performance in this school.	Principals	8	4	4	1	2	3.79	1.357
		Teachers	67	84	73	54	5	3.54	1.102
7.	In this school positive behaviour are	Inspectors	5	6	13	9	5	2.79	1.455
	reinforce repeating them.	Principals	4	4	8	3	-	3.47	1.020
		Teachers	52	68	100	58	5	3.36	1.068
8.	Positive remarks encouraged students to	Inspectors	4	9	11	7	7	4.76	1.497
	work harder.	Principals	5	8	4	1	1	3.79	1.084
		Teachers	113	69	67	30	4	3.91	1.088
9.	In this school tangible reward like small	Inspectors	11	16	4	2	7	3.55	1.606
	gifts are practiced.	Principals	7	9	2	-	1	4.11	0.994
		Teachers	71	109	42	51	10	3.64	1.145
10.	In this school intangible rewards are	Inspectors	5	11	4	5	13	2.61	1.701
	practiced.	Principals	4	4	5	3	3	3.16	1.385
		Teachers	95	98	38	31	21	3.76	1.244

The descriptive analysis on Table 11 presents the opinions of principals, teachers and inspectors on the application of reward in secondary schools in Oyun Local Government Area of Kwara State. The respondents were of the opinion that positive remarks encouraged students to work harder as this item recorded the response mean of 4.76 by the inspectors, 3.79 for the principals and 3.91 for the teachers. This revealed that a total of 4 inspectors strongly agreed with this item with 9 that agreed as against 11 that stayed

undecided. Alike, a total of 7 inspectors disagreed with this item while 7 strongly disagreed. Also, a total of 5 principals strongly agreed with this item with 8 of them that agreed, against 4 that stayed undecided with 1 that disagreed. Similarly, 113 teachers strongly agreed with this item while 69 agreed with the item, against 67 of them that stayed undecided, also, 30 of them disagreed with 4 that strongly disagreed with the item.

Research Question 3: What are opinions of principals, teachers and inspectors on the application of punishment in secondary schools in Oyun Local Government Area of Kwara State?

In order to answer this research question, the opinions of principals, teachers and inspectors were gathered. The summary of analysis made in respect to research question three was presented in Table 12.

Table 12: Descriptive statistics on the application of punishment in secondary schools in Oyun Local Government Area of Kwara State

SN	ITEMS	REPONDENTS	SA	A	D	SD	U	MEAN	SD
1.	Punishment enhances goal achievement in the classroom.	Inspectors	12	8	3	8	7	3.13	1.773
		Principals	4	11	1	3	-	3.84	0.958
		Teachers	109	58	35	50	31	3.57	1.448
2.	Punishment must be applied to solve immediate problems in the classroom.	Inspectors	7	11	7	8	5	3.05	1.576
		Principals	7	5	4	3	-	3.84	1.119
		Teachers	83	108	39	44	9	3.74	1.152
3.	In the school, punishments are not necessary to solve problems.	Inspectors	9	11	2	8	8	3.00	1.740
		Principals	3	11	2	2	1	3.68	1.057
		Teachers	48	85	44	92	14	3.20	1.248
4.	Punishment must be commensurate with the offence.	Inspectors	6	11	4	12	5	2.89	1.573
		Principals	11	2	1	5	-	4.00	1.333
		Teachers	88	93	33	5	17	3.63	1.302
5.	Punishment is schools must be done in the open	Inspectors	18	10	5	8	7	2.97	1.668
		Principals	3	10	3	3	-	3.68	0.946
		Teachers	66	62	54	81	20	3.25	1.304
6.	Punishment in the school must be done in the secret.	Inspectors	4	8	4	14	8	2.50	1.520
		Principals	4	3	3	7	2	3.00	1.374
		Teachers	57	92	42	84	8	3.37	1.203
7.	For punishment to be effective, there must be prior explanation by the teacher.	Inspectors	8	11	8	5	6	3.13	1.614
		Principals	3	11	3	2	-	3.53	1.264
		Teachers	71	87	59	54	12	3.53	1.198
8.	PTA must be in agreement with the school regarding punishment.	Inspectors	5	11	4	10	8	2.74	1.605
		Principals	7	4	4	2	2	3.63	1.383
		Teachers	65	132	41	30	15	3.71	1.115
9.	In school rebellion can result from uncoordinated punishment.	Inspectors	6	11	11	4	6	3.05	1.541
		Principals	5	8	3	1	2	3.63	1.250
		Teachers	72	99	58	38	16	3.60	1.185
10.	Agreed forms of punishment should be incorporated into school rules.	Inspectors	7	16	4	3	8	3.16	1.669
		Principals	5	72	1	1	-	4.05	0.911
		Teachers	128	79	33	25	18	3.97	1.224

Table 12 presents the opinions of principals, teachers and inspectors on the application of punishment in secondary schools in Oyun Local Government Area of Kwara State. The respondents were of the opinion that agreed forms of punishment should be incorporated into school rules. This item attracted the response mean of 3.16 by the inspectors, 4.05 for the principals and 3.97 for the teachers. This revealed that a total of 7 inspectors strongly agreed with this item with 16 that agreed as against 4 that stayed

undecided. Alike, a total of 3 inspectors disagreed with this item while 8 strongly disagreed. Also, a total of 5 principals strongly agreed with this item with 72 of them that agreed, against only 1 that stayed undecided with 1 that disagreed. Similarly, 128 teachers strongly agreed with this item while 79 agreed with the item, against 32 of them that stayed undecided also, 25 of them disagreed with 18 that strongly disagreed with the item. The respondents were also of the opinion that punishment must be commensurate with the offence as the item recorded a reasonable response mean of 2.89 by the inspectors and 4.00 for the principals with 3.63 for the teachers.

Research Question 4: What are the opinions of principals, teachers and inspectors on the application of disciple in secondary schools in Oyun Local Government Area of Kwara State?

In order to answer this research question, the opinions of principals, teachers and inspectors were gathered. The summary of analysis made in respect to research question four was presented in Table 13.

Table 13: Descriptive statistics on the application of discipline in secondary schools in Oyun Local Government Area of Kwara State

SN	ITEMS	REPONDENTS	SA	A	D	SD	U	MEAN	SD
1.	Closeness and relationship between teacher and students lead to increase in the student's motivation.	Inspectors	7	8	3	10	10	2.66	1.697
		Principals	9	4	2	3	1	3.89	1.329
		Teachers	100	102	25	34	22	3.79	1.259
2.	Relationship between teacher and students entrances students participation in the classroom	Inspectors	9	11	11	2	5	3.32	1.561
		Principals	6	7	5	1	-	3.95	0.911
		Teachers	95	108	36	44	-	3.90	1.038
3.	Teachers who apply discipline technique in the classroom have students that show more responsibility in their bahaviour	Inspectors	11	8	5	7	7	3.11	1.737
		Principals	5	4	7	2	1	3.53	1.172
		Teachers	117	86	39	40	1	3.98	1.073
4.	Self discipline promotes students responsibility in the classroom.	Inspectors	12	12	5	2	7	3.39	1.717
		Principals	5	7	4	1	2	3.47	1.577
		Teachers	91	98	49	40	5	3.80	1.122
5.	Teachers academic personality and morality traits influence classroom discipline.	Inspectors	6	9	6	6	11	2.68	1.678
		Principals	7	7	2	2	1	3.89	1.197
		Teachers	42	92	56	81	12	3.24	1.181
6.	Teachers professional commitment is effective on achieving positive discipline in classroom.	Inspectors	7	5	6	12	8	2.63	1.618
		Principals	3	6	7	2	1	3.42	1.071
		Teachers	55	100	61	60	7	3.48	1.102
7.	Students will have more educational progress if their teachers use interactive.	Inspectors	8	13	6	6	5	3.21	1.597
		Principals	6	4	3	4	2	3.42	1.427
		Teachers	73	112	45	47	6	3.70	1.100
8.	A teacher that have boundaries in their relationship with their students encourage good bahaviour and discipline in their class.	Inspectors	11	15	3	4	5	3.47	1.640
		Principals	9	6	1	1	2	4.00	1.333
		Teachers	102	120	37	21	3	4.05	0.940
9.	Following class rates and regulations as a teacher further enforces discipline in the class.	Inspectors	14	5	8	4	7	3.26	1.766
		Principals	7	4	4	3	1	3.68	1.293
		Teachers	79	94	67	31	12	3.20	1.117
10.	The teacher ability to handle unpleasant behaviour in the classroom, sets an example for students to see the necessity to behave themselves.	Inspectors	16	11	1	4	6	3.58	1.765
		Principals	12	4	2	1	-	4.42	0.902
		Teachers	145	87	36	5	10	4.24	0.986

The descriptive analysis on Table 13 presents the opinions of principals, teachers and inspectors on the application of discipline in secondary schools in Oyun Local Government Area of Kwara State. The respondents were of the opinion that the teacher ability to handle unpleasant behaviour in the classroom, sets an example for students to see the necessity to behave themselves as this item recorded the response mean of 3.58 by the

inspectors, 4.42 for the principals and 4.24 for the teachers. This revealed that a total of 16 inspectors strongly agreed with this item with 11 that agreed as against 1 that stayed undecided. Alike, a total of 4 inspectors disagreed with this item while 6 strongly disagreed. Also, a total of 12 principals strongly agreed with this item with 4 of them that agreed, against 2 that stayed undecided with 1 that disagreed. Similarly, 145 teachers strongly agreed with this item while 87 agreed with the item, against 36 of them that stayed undecided also, 5 of them disagreed with 10 that strongly disagreed with the item. The respondents were also of the opinion that a teacher that have boundaries in their relationship with their students encourage good bahaviour and discipline in their class. This item also recorded a reasonable response mean of 3.47 by the inspectors and 4.00 for the principals with 4.05 for the teachers.

Research Question 5: What are the opinions of principals, teachers and inspectors on students group participation in secondary schools in Oyun Local Government Area of Kwara State?

To answer this research question, the opinions of principals, teachers and inspectors were gathered. The summary of analysis made in respect to research question five was presented in Table 14.

Table 14: Descriptive statistics on students group participation in secondary schools in Oyun Local Government Area of Kwara State

SN	ITEMS	REPONDENTS	SA	A	D	SD	U	MEAN	SD
1.	Trusting relationship are at the heart of keeping adolescent learners engaged at school.	Inspectors	6	13	3	10	6	2.95	1.610
		Principals	2	6	3	8	-	3.11	1.100
		Teachers	70	123	30	39	21	3.64	1.204
2.	In this school students are passive learners.	Inspectors	10	16	5	2	5	3.50	1.590
		Principals	9	7	1	1	1	4.16	1.119
		Teachers	65	99	45	66	8	3.52	1.162
3.	Retention is easier in this school because opportunities are provided for students to make connections between real-world activities and their academics course work.	Inspectors	10	7	7	7	7	3.03	1.700
		Principals	6	3	14	5	1	3.42	1.346
		Teachers	66	94	62	49	12	3.54	1.149
4.	In this school students work together and learn from each other.	Inspectors	17	8	2	6	5	3.55	1.766
		Principals	10	5	3	1	-	4.21	1.084
		Teachers	107	87	37	44	8	3.85	1.170
5.	In this school students are exposed to carryout activities where they spend time and energy in developing higher-order thinking skills for solving real world problems than working on traditional classrooms.	Inspectors	11	3	6	11	7	2.87	1.727
		Principals	6	3	4	5	1	3.42	1.346
		Teachers	122	75	31	55	-	3.93	1.148
6.	When students discussed topics together their understanding of the subject is enhanced.	Inspectors	15	14	3	1	5	3.74	1.639
		Principals	7	8	2	1	1	4.00	1.106
		Teachers	98	91	43	44	7	3.81	1.145
7.	Students engage bridges students experience of learning and in outside of the school by exposing them to digital technologies in knowledge building environments in this school.	Inspectors	9	9	11	4	5	3.21	1.580
		Principals	4	8	6	1	-	3.79	0.855
		Teachers	95	88	41	58	1	3.77	1.133
8.	Students engagement in this school activities connects them with opportunities to develop abilities in critical thinking and intellectual curiously in this school.	Inspectors	10	15	4	3	6	3.39	1.653
		Principals	7	4	5	2	1	3.74	1.240
		Teachers	132	79	42	24	6	4.08	1.069
9.	In this school, there are different groups participate of student which build up interpersonal relationship notes conductive learning environment.	Inspectors	9	20	2	2	5	3.55	1.572
		Principals	6	12	1	-	-	4.26	0.562
		Teachers	98	97	61	24	3	3.93	0.997
10.	Group participation by the students encourages and maintains academic and social relations.	Inspectors	13	15	2	2	6	3.58	1.687
		Principals	12	4	2	1	-	4.42	0.902
		Teachers	133	84	25	31	10	4.06	1.147

The descriptive analysis on Table 14 presents the opinions of principals, teachers and inspectors on students group participation in secondary schools in Oyun Local Government Area of Kwara State. The respondents were of the opinion that group participation by the students encourages and maintains academic and social relations as this item recorded the highest response mean of 3.58 by the inspectors, 4.42 for the principals and 4.06 for the teachers. This revealed that a total of 13 inspectors strongly agreed with this item with 15 that agreed as against 2 that stayed undecided, while 2 disagreed with this item and 6 strongly disagreed. Alike, a total of 12 principals strongly agreed with this item with 4 of them that agreed, against 2 that stayed undecided with 1 that disagreed. Similarly, 133 teachers strongly agreed with this item while 84 agreed with the item, against 25 of them that stayed undecided also, 31 of them disagreed with 10 that strongly disagreed with the item.

Research Question 6: What are the opinions of principals, teachers and inspectors on class arrangement in secondary schools in Oyun Local Government Area of Kwara State?

To answer this research question, the opinions of principals, teachers and inspectors were gathered. The summary of analysis made in respect to research question six was presented in Table 15.

Table 15: Descriptive statistics on class arrangement in secondary schools in Oyun Local Government Area of Kwara State

SN	ITEMS	REPONDENTS	SA	A	D	SD	U	MEAN	SD
1.	In this school there are adequate planning of physical environment.	Inspectors	10	9	4	4	11	2.95	1.815
		Principals	7	6	-	4	2	3.63	1.461
		Teachers	103	58	24	54	44	3.43	1.515
2.	Bad sit sitting arrangement promotes healthy academic interaction in the classroom.	Inspectors	7	11	7	8	5	3.05	1.576
		Principals	5	7	4	3	-	3.74	1.046
		Teachers	95	110	45	30	3	3.93	1.007
3.	Classroom sitting arrangement promotes healthy academic interaction in the classroom.	Inspectors	10	8	4	11	5	4.05	1.676
		Principals	5	8	3	3	-	3.79	1.036
		Teachers	90	74	55	63	1	3.67	1.153
4.	Dusted of desk in the classroom promote social interaction in the classroom.	Inspectors	6	17	5	4	6	3.21	1.580
		Principals	4	8	4	3	-	3.68	1.003
		Teachers	53	144	49	31	6	3.73	0.959
5.	Sitting arrangement make it easier for students to concentrate on individual assignment.	Inspectors	13	3	7	8	7	3.05	1.770
		Principals	5	7	4	3	-	3.74	1.046
		Teachers	64	83	61	68	7	3.64	1.155
6.	Poorly arranged classroom lead to lack of interest and fatigue.	Inspectors	3	13	10	4	8	2.28	1.516
		Principals	7	4	4	3	1	3.68	1.293
		Teachers	89	105	53	30	6	3.85	1.048
7.	Managing a classroom can be trouble free if a teacher can breakdown the class into smaller components.	Inspectors	8	7	11	6	6	2.97	1.568
		Principals	6	8	2	3	-	3.89	1.049
		Teachers	63	63	90	59	8	3.40	1.130
8.	The conventional sitting arrangement discourages academic interaction among students	Inspectors	4	14	6	7	7	2.24	1.636
		Principals	4	9	4	1	1	3.68	1.204
		Teachers	73	119	46	38	7	3.75	1.071
9.	Wall hangings and other educative materials hung up in the classroom, makes the classroom more conducive for learning.	Inspectors	10	8	11	3	6	3.21	1.630
		Principals	6	7	2	3	1	3.74	1.240
		Teachers	92	75	58	45	13	3.66	1.213
10.	A congested averaged classroom helps to disrupt the teaching and learning.	Inspectors	8	14	6	2	8	3.18	1.674
		Principals	10	5	2	1	1	3.16	1.167
		Teachers	101	126	18	22	16	3.96	1.137

The descriptive analysis on Table 15 presents the opinions of principals, teachers and management on class arrangement in secondary schools in Oyun Local Government Area of Kwara State. The respondents were of the opinion that classroom sitting arrangement promotes healthy academic interaction in the classroom. The item attracted the highest response mean of 4.05 by the inspectors, 3.79 for the principals and 3.67 for the

teachers. This revealed that a total of 10 inspectors strongly agreed with this item with 8 that agreed as against 4 that stayed undecided, while 11disagreed with this item and 5 strongly disagreed. Alike, a total of 5 principals strongly agreed with this item with 8 of them that agreed, against 3 that stayed undecided and 3 that disagreed. Similarly, 90 teachers strongly agreed with this item while 74agreed with the item, against 55 of them that stayed undecided also, 63 of them disagreed with 1 that strongly disagreed with the item.

Research Question 7: What are the opinions of principals, teachers and inspectors on the use of non-verbal communication in secondary schools in Oyun Local Government Area of Kwara State?

To answer this research question, the opinions of principals, teachers and inspectors were gathered. The summary of analysis made in respect to research question seven was presented in Table 16.

Table 16: Descriptive statistics on the use of non-verbal communication in secondary schools in Oyun Local Government Area of Kwara State

SN	ITEMS	REPONDENTS	SA	A	D	SD	U	MEAN	SD
1.	Eye contact hold the attention of students nor being address and encouraging them to listen to those talking.	Inspectors	10	6	6	9	7	2.95	1.208
		Principals	7	5	3	3	1	3.74	1.284
		Teachers	69	75	61	54	24	3.37	1.313
2.	The use of the eyes, mimics and gesture hap establish rapport in teaching.	Inspectors	6	11	8	5	8	2.92	1.617
		Principals	4	6	6	2	1	3.53	1.124
		Teachers	85	75	82	29	11	3.67	1.162
3.	A teach who never looks at student in the eye seems to lack confidence and give the students a sense of insecurity.	Inspectors	8	7	7	9	7	2.87	1.647
		Principals	7	6	4	1	1	3.89	1.150
		Teachers	75	80	59	62	7	3.53	1.198
4.	Puzzled expression by the students in this school quickly tell the teacher what is to be revised or repeated.	Inspectors	9	6	10	8	5	3.03	1.602
		Principals	5	7	3	3	1	3.63	1.212
		Teachers	87	61	69	58	8	3.56	1.229
5.	Establishing a management role in the classroom involves eye contact from the onset.	Inspectors	6	8	6	13	5	2.79	1.545
		Principals	5	2	6	6	-	3.32	1.204
		Teachers	51	63	66	85	18	3.14	1.239
6.	Teacher can check whether the students are ready or not only through eye contact.	Inspectors	13	6	10	3	6	3.32	1.694
		Principals	9	3	4	3	-	3.95	1.177
		Teachers	69	81	68	51	14	3.48	1.218
7.	Eye contact is time and effort saving during teaching and learning.	Inspectors	1	4	16	10	7	2.34	1.321
		Principals	8	6	4	-	1	3.05	1.079
		Teachers	73	71	62	68	9	3.44	1.252
8.	Frowning by the teacher could communicate displeasure about something to the students.	Inspectors	14	10	2	7	5	3.42	1.734
		Principals	12	7	-	-	-	4.63	0.496
		Teachers	111	81	44	40	7	3.87	1.182
9.	A simple smile could be a sign of approval.	Inspectors	9	10	4	7	8	3.00	1.724
		Principals	2	10	4	2	1	3.53	1.020
		Teachers	93	77	50	51	12	3.65	1.252
10.	Nodding or staking your head as a teacher could tell the student your position on an issue.	Inspectors	13	13	5	5	6	3.55	1.672
		Principals	8	5	2	2	2	3.79	1.389
		Teachers	93	88	35	56	11	3.64	1.204

Table 16 revealed the opinions of principals, teachers and inspectors on the use of non-verbal communication in secondary schools in Oyun Local Government Area of Kwara State. The respondents were of the opinion that frowning by the teacher could communicate displeasure about something to the students as this item attracted the highest response mean of 3.42 by the inspectors, 4.63 for the principals and 3.87 for the teachers. This shows that a

total of 14 inspectors strongly agreed with this item with 10 that agreed as against 2 that stayed undecided, while 7 disagreed with this item and 5 strongly disagreed. Alike, a total of 12 principals strongly agreed with this item with 7 of them that agreed, against 111 teachers that strongly agreed with this item while 81agreed with the item, against 44 of them that stayed undecided also, 40 of them disagreed with 7 that strongly disagreed with the item.

4.4 Hypotheses Testing

In testing the hypotheses raised for this study, Analysis of Variance (ANOVA) was used to test each of the seven null hypotheses at 0.05 level of significance.

Hypothesis 1: There is no significant difference in the opinions of principals, teachers and inspectors on the application of time management in secondary schools in Oyun Local Government Area of Kwara State.

The questionnaire administered in order to collect the opinions of inspectors, principals and teachers wascollated, coded and analysed using ANOVA. The summary of hypothesis tested is presented in Table 17.

Table 17: Summary of Analysis of Variance (ANOVA) statistics on the application of time management in secondary schools in Oyun Local Government Area of Kwara State

Status	Sum of Squares	Df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	1025.625	2	512.813	7.636	2.92	.001
Within Groups	22630.598	337	67.153			
Total	23656.224	339				

Table 17 shows that f-ratio value of 7.636 is greater than f-critical value of 2.92 while the P-value of 0.001 is less than 0.05 level of significance at 337 degrees of freedom. This means that there is significant difference in the opinions of principals, teachers and inspectors on the application of time management during classroom management in secondary schools in Oyun Local Government Area of Kwara State. Consequently, the null hypothesis is rejected.

Table 18: Summary of Scheffe's Multiple Comparison Test on application of time management in secondary schools in Oyun Local Government Area of Kwara State

Respondents	N	Mean
Principals	19	4.78
Teachers	283	5.53
Inspectors	38	4.30

Table 18 shows the analysis on the application of time management in secondary schools in Oyun Local Government Area of Kwara State and revealed that opinions of principals and inspectors were close to one another, which means that the difference between the two respondents was not significant. But the response mean of teachers was greater than that of principals and inspectors. This shows that teachers differed significantly in their opinions as regards the application of time management during classroom management in secondary schools in Oyun Local Government Area of Kwara State.

Hypothesis 2: There is no significant difference in the opinions of principals, teachers and inspectors on the application of reward in secondary schools in Oyun Local Government Area of Kwara State.

The questionnaire administered in order to collect the opinions of inspectors, principals and teachers was collated, coded and analysed using ANOVA. The summary of hypothesis tested is presented in Table 19.

Table 19: Summary of Analysis of Variance (ANOVA) statistics on the application of reward in secondary schools in Oyun Local Government Area of Kwara State

Status	Sum of Squares	Df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	1449.545	2	724.773	13.424	2.92	.000
Within Groups	18194.231	337	53.989			
Total	19643.776	339				

Table 19 shows that f-ratio value of 13.424 is greater than f-critical value of 2.92 while the P-value of 0.000 is less than 0.05 level of significance at 337 degrees of freedom. This means that there is significant difference in the opinions of principals, teachers and

inspectors on the application of reward in secondary schools in Oyun Local Government Area of Kwara State. Hence, the null hypothesis is hereby rejected.

Table 20: Summary of Scheffe's Multiple Comparison Test on application of reward in secondary schools in Oyun Local Government Area of Kwara State

Respondents	N	Mean
Principals	19	6.36
Teachers	283	6.56
Inspectors	38	2.06

Table 20 shows the analysis on the application of reward in secondary schools in Oyun Local Government Area of Kwara State and revealed that opinions of principals and teachers were close to one another, which means that the difference between the two respondents was not significant. But the response mean of inspectors was less than that of principals and teachers. This shows that principals and teachers differed significantly in their opinions as regards the application of reward during classroom management in secondary schools in Oyun Local Government Area of Kwara State.

Hypothesis 3: There is no significant difference in the opinions of principals, teachers and inspectors on the application of punishment in secondary schools in Oyun Local Government Area of Kwara State.

The questionnaire administered in order to collect the opinions of inspectors, principals and teachers was collated, coded and analysed using ANOVA. The summary of hypothesis tested is presented in Table 21.

Table 21: Summary of Analysis of Variance (ANOVA) statistics on the application of punishment in secondary schools in Oyun Local Government Area of Kwara State

Status	Sum of Squares	Df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	1776.301	2	88.150	24.739	2.92	.000
Within Groups	12098.652	337	35.901			
Total	13874.953	339				

Table 21 shows that f-ratio value of 24.739 is greater than f-critical value of 2.92 while the P-value of 0.000 is less than 0.05 level of significance at 337 degrees of freedom. This means that there is significant difference in the opinions of principals, teachers and inspectors on the application of punishment during classroom management in secondary schools in Oyun Local Government Area of Kwara State. Hence, the null hypothesis is hereby rejected.

Table 22: Summary of Scheffe's Multiple Comparison Test on application of punishment in secondary schools in Oyun Local Government Area of Kwara State

Respondents	N	Mean
Principals	19	7.34
Teachers	283	1.09
Inspectors	38	7.24

Table 22 shows the analysis on the application of punishment in secondary schools in Oyun Local Government Area of Kwara State and revealed that opinions of principals and inspectors were close to one another, which means that the difference between the two respondents was not significant. But the response mean of teachers was less than that of principals and inspectors. This shows that principals and inspectors differed significantly in their opinions as regards the application of punishment during classroom management in secondary schools in Oyun Local Government Area of Kwara State.

Hypothesis 4: There is no significant difference in the opinions of principals, teachers and inspectors on the application of discipline in secondary schools in Oyun Local Government Area of Kwara State.

The questionnaire administered in order to collect the opinions of inspectors, principals and teachers was collated, coded and analysed using ANOVA. The summary of hypothesis tested is presented in Table 23.

Table 23: Summary of Analysis of Variance (ANOVA) statistics on the application of discipline in secondary schools in Oyun Local Government Area of Kwara State

Status	Sum of Squares	df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	1455.769	2	727.885	16.722	2.92	.000
Within Groups	14668.993	337	51.310			
Total	16124.762	339				

Table 23 shows that f-ratio value of 16.722 is greater than f-critical value of 2.92 while the P-value of 0.000 is less than 0.05 level of significance at 337 degrees of freedom. This means that there is significant difference in the opinions of principals, teachers and inspectors on the application of discipline during classroom management in secondary schools in Oyun Local Government Area of Kwara State. Therefore, the null hypothesis is hereby rejected.

Table 24: Summary of Scheffe's Multiple Comparison Test on application of discipline in secondary schools in Oyun Local Government Area of Kwara State

Respondents	**N**	**Mean**
Principals	19	5.51
Teachers	283	9.01
Inspectors	38	3.45

Table 24 shows the analysis on the application of discipline in secondary schools in Oyun Local Government Area of Kwara State and revealed that opinions of principals was greater than that of inspectors, while that of teachers was greater than principals and inspectors. This result means that differences exist between the three respondents but teachers differed significantly in their opinion as regards the application of discipline during classroom management in secondary schools in Oyun Local Government Area of Kwara State.

Hypothesis 5: There is no significant difference in the opinions of principals, teachers and inspectors on students group participation in secondary schools in Oyun Local Government Area of Kwara State.

The questionnaire administered in order to collect the opinions of inspectors, principals and teachers was collated, coded and analysed using ANOVA. The summary of hypothesis tested is presented in Table 25.

Table 25: Summary of Analysis of Variance (ANOVA) statistics on students group participation in secondary schools in Oyun Local Government Area of Kwara State

Status	Sum of Squares	df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	1256.354	2	628.177	12.243	2.92	.000
Within Groups	17291.457	337	51.310			
Total	18547.812	339				

Table 25 shows that f-ratio value of 12.243 is greater than f-critical value of 2.92 while the P-value of 0.000 is less than 0.05 level of significance at 337 degrees of freedom. This means that there is significant difference in the opinions of principals, teachers and inspectors on students group participation during classroom management in secondary schools in Oyun Local Government Area of Kwara State. Therefore, the null hypothesis is hereby rejected.

Table 26: Summary of Scheffe's Multiple Comparison Test on students group participation in secondary schools in Oyun Local Government Area of Kwara State

Respondents	**N**	**Mean**
Principals	19	2.29
Teachers	283	3.44
Inspectors	38	9.68

Table 26 shows the analysis on students group participation in secondary schools in Oyun Local Government Area of Kwara State and revealed that opinions of principals and teachers were close to one another, which means that the difference between the two respondents was not significant. But the response mean of inspectors was greater than that

of principals and teachers. This shows that inspectors differed significantly in their opinion as regards students group participation during classroom Kwara State.

Hypothesis 6: There is no significant difference in the opinions of principals, teachers and inspectors on class arrangement in secondary schools in Oyun Local Government Area of Kwara State.

The questionnaire administered in order to collect the opinions of inspectors, principals and teachers was collated, coded and analysed using ANOVA. The summary of hypothesis tested is presented in Table 27.

Table 27: Summary of Analysis of Variance (ANOVA) statistics on class arrangement in secondary schools in Oyun Local Government Area of Kwara State

Status	Sum of Squares	df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	1008.555	2	504.278	10.682	2.92	.000
Within Groups	15909.456	337	47.209			
Total	16918.012	339				

Table 27 shows that f-ratio value of 10.682 is greater than f-critical value of 2.92 while the P-value of 0.000 is less than 0.05 level of significance at 337 degrees of freedom. This means that there is significant difference in the opinions of principals, teachers and inspectors on class arrangement in secondary schools in Oyun Local Government Area of Kwara State. Consequently, the null hypothesis is hereby rejected.

Table 28: Summary of Scheffe's Multiple Comparison Test on class arrangement in secondary schools in Oyun Local Government Area of Kwara State

Respondents	**N**	**Mean**
Principals	19	3.39
Teachers	283	4.70
Inspectors	38	3.67

Table 28 shows the analysis on class arrangement in secondary schools in Oyun Local Government Area of Kwara State and revealed that the opinions of principals and inspectors were close to one another, which means that the difference between the two

respondents was not significant. But the response mean of teachers was greater than that of principals and inspectors. This shows that teachers differed significantly in their opinion as regards class arrangement in secondary schools in Oyun Local Government Area of Kwara State.

Hypothesis 7: There is no significant difference in the opinions of principals, teachers and inspectors on the use of non-verbal communication in secondary schools in Oyun Local Government Area of Kwara State.

The questionnaire administered in order to collect the opinions of inspectors, principals and teachers was collated, coded and analysed using ANOVA. The summary of hypothesis tested is presented in Table 29.

Table 29: Summary of Analysis of Variance (ANOVA) statistics on the use of non-verbal communication in secondary schools in Oyun Local Government Area of Kwara State

Status	Sum of Squares	df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	778.357	2	389.179	9.896	2.92	.000
Within Groups	13253.204	337	39.327			
Total	14031	339				

Table 29 shows that f-ratio value of 9.896 is greater than f-critical value of 2.92 while the P-value of 0.000 is less than 0.05 level of significance at 337 degrees of freedom. This means that there is a significant difference in the opinions of principals, teachers and inspectors on the use of non-verbal communication during classroom management in secondary schools in Oyun Local Government Area of Kwara State. Subsequently, the null hypothesis is hereby rejected.

Table 30: Summary of Scheffe's Multiple Comparison Test on the use of non-verbal communication in secondary schools in Oyun Local Government Area of Kwara State

Respondents	N	Mean
Principals	19	7.88
Teachers	283	7.36
Inspectors	38	6.47

Table 30 shows the analysis on the use of non-verbal communication in secondary schools in Oyun Local Government Area of Kwara State and revealed that the opinions of principals and teachers were close to one another, which means that the difference between the two respondents was not significant. But the response mean of inspectors was less than that of principals and teachers. This shows that principals and teachers differed significantly in their opinion as regards the use of non-verbal communication in secondary schools in Oyun Local Government Area of Kwara State.

4.5 Summary of Hypotheses Testing

The summary of all the seven hypotheses tested for this study is presented in Table 31.

Table 31: Summary of the hypotheses tested

N/S	H_0 Statement	Statistical Tool Used	Result	Level of Sig.	Decision
1.	There is no significant difference in the opinions of principals, teachers and inspectors on the application of time management in secondary schools in Kwara State.	Analysis of Variance (ANOVA)	F-calculated is 7.636, while the table value is 2.92 at 0.05 level of significance.	0.05	**Ho** was rejected.
2.	There is no significant difference in the opinions of principals, teachers and inspectors on the application of reward in secondary schools in Kwara State.	Analysis of Variance (ANOVA)	F-calculated is 13.424, while the table value is 2.92 at 0.05 level of significance.	0.05	**Ho** was rejected.
3.	There is no significant difference in the opinions of principals, teachers and inspectors on the application of punishment in secondary schools in Kwara State.	Analysis of Variance (ANOVA)	F-calculated is 24.739, while the table value is 2.92 at 0.05 level of significance.	0.05	**Ho** was rejected.
4.	There is no significant difference in the opinions of principals, teachers and inspectors on the application of discipline in secondary schools in Kwara State.	Analysis of Variance (ANOVA)	F-calculated is 16.722, while the table value is 2.92 at 0.05 level of significance.	0.05	**Ho** was rejected.
5.	There is no significant difference in the opinions of principals, teachers and inspectors on students group participation in secondary schools in Kwara State	Analysis of Variance (ANOVA)	F-calculated is 12.243, while the table value is 2.92 at 0.05 level of significance.	0.05	**Ho** was rejected.
6.	There is no significant difference in the opinions of principals, teachers and inspectors on class arrangement in secondary schools in Kwara State	Analysis of Variance (ANOVA)	F-calculated is 10.682, while the table value is 2.92 at 0.05 level of significance.	0.05	**Ho** was rejected.
7.	There is no significant difference in the opinions of principals, teachers and inspectors on the use of non-verbal communication in secondary schools in Kwara State.	Analysis of Variance (ANOVA)	F-calculated is 9.896, while the table value is 2.92 at 0.05 level of significance.	0.05	**Ho** was rejected.

4.6 Summary of Major Findings

The major findings of this study shows that:

1. There was low level of communication between the teacher and students about what to do on the application of time management in secondary schools in Oyun Local Government Area of Kwara State, Nigeria;
2. Teachers' professional commitment is ineffective on use of application of positive discipline in teaching and learning in the classroom in secondary schools;

3. There was low or poor link on use of application between reward and goal achievement in teaching and learning in secondary schools in Oyun Local Government Area of Kwara State, Nigeria;
4. Poor application of classroom arrangement in teaching and learning discouraged academic interaction among students in secondary schools;
5. Improper application of punishment in teaching and learning does not enhance goal achievement in the classroom;
6. There was ineffective application of non-verbal communication in teaching learning in secondary schools in Oyun Local Government Area of Kwara State, Nigeria; and
7. Poor application of group participation by the students does not encourage and maintain their academic and social relations in secondary schools in Oyun Local Government Area of Kwara State, Nigeria.

4.7 Discussion of Findings

Based on the findings of this research, the following discussions were made: The result of hypothesis one showed that f-ratio value of 7.636 is greater than f-critical value of 2.92 while the P-value of 0.001 is less than 0.05 level of significance at 337 degrees of freedom. This means that there was significant difference in the opinions of principals, teachers and inspectors on the application of time management during classroom management in secondary schools in Oyun Local Government Area of Kwara State. Consequently, the null hypothesis was rejected. This result was further confirmed based on the descriptive analysis made in respect of research question one which revealed that the respondents were of the opinion that setting date for submission of assignment helps students to be time conscious. This finding is in line with the finding of Ekundayo and Kolawole (2013) who asserted that principals as well as their administrative effectiveness

should be sustained while efforts should be directed towards avoiding those factors that constitute impediments to their time management skills.

The outcome of analysis carried out on hypothesis two showed that f-ratio value of 13.424 is greater than f-critical value of 2.92 while the P-value of 0.000 is less than 0.05 level of significance at 337 degrees of freedom. This means that there was significant difference in the opinions of principals, teachers and inspectors on the application of reward during classroom management in secondary schools in Oyun Local Government Area of Kwara State. Hence, the null hypothesis was rejected. Also, the descriptive analysis revealed that the respondents were of the opinion that positive remarks encouraged students to work harder. This result corroborates the finding of Claudiu (2014) that, offering rewards in a correct and fair manner makes the learner to be an aware accomplice to the educative act. Also, that if the learners' desirable behaviour is immediately rewarded, then the probability that such behaviour is repeated increases.

Findings of hypothesis three showed that f-ratio value of 24.739 is greater than f-critical value of 2.92 while the P-value of 0.000 is less than 0.05 level of significance at 337 degrees of freedom. This means that there was significant difference in the opinions of principals, teachers and inspectors on the application of punishment during classroom management in secondary schools in Oyun Local Government Area of Kwara State. Hence, the null hypothesis was rejected. Likewise, the descriptive analysis revealed that the respondents were of the opinion that agreed forms of punishment should be incorporated into school rules. This finding was supported by the finding of Claudiu (2014), whose finding revealed that for the application of punishments to be successful, the learner must know the exact reason for which he/she deserves the treatment. The learner became aware of the reason and understand what the teachers wish him/her to do shall correct the error (apologize, admit his/her mistakes, make commitments and keep its promises).

Analysis of hypothesis four showed that f-ratio value of 16.722 is greater than f-critical value of 2.92 while the P-value of 0.000 is less than 0.05 level of significance at 337 degrees of freedom. This means that there was significant difference in the opinions of principals, teachers and inspectors on the application of discipline during classroom management in secondary schools in Oyun Local Government Area of Kwara State. Therefore, the null hypothesis was rejected. This result was supported by the descriptive analysis carried out on research question four which reveals that the respondents were of the opinion that the teachers' ability to handle unpleasant behaviour in the classroom, sets an example for students to see the necessity to behave themselves. This result agreed with the finding of Mumtaz (2014) that, proper application of discipline in the classroom enables teacher deliver instruction effectively.

The summary of Analysis of Variance conducted on hypothesis five showed that f-ratio value of 12.243 is greater than f-critical value of 2.92 while the P-value of 0.000 is less than 0.05 level of significance at 337 degrees of freedom. This means that there was significant difference in the opinions of principals, teachers and inspectors on students group participation during classroom management in secondary schools in Oyun Local Government Area of Kwara State. Therefore, the null hypothesis was rejected. This was further confirmed as the respondents were of the opinion that group participation by the students encourages and maintains academic and social relations. In agreement with this finding, Jon (2003) asserted that student engagement during teaching and learning can be liken to be a predictor of academic achievement, inferring that being disengaged, or disaffected from school, causes poor academic achievement, because engagement and academic achievement go hand-in-hand.

The summary of Analysis of Variance conducted on hypothesis six showed that f-ratio value of 10.682 is greater than f-critical value of 2.92 while the P-value of 0.000 is less

than 0.05 level of significance at 337 degrees of freedom. This means that there was significant difference in the opinions of principals, teachers and inspectors on class arrangement in secondary schools in Oyun Local Government Area of Kwara State. Consequently, the null hypothesis was rejected. Also, the descriptive analysis of respondents opinion revealed that classroom sitting arrangement promotes healthy academic interaction in the classroom. This result was supported by the finding of Adeyemo (2012) that, effective classroom management skills or techniques have strong and positive influence on student achievement.

The result of analysis carried out on hypothesis seven showed that f-ratio value of 9.896 is greater than f-critical value of 2.92 while the P-value of 0.000 is less than 0.05 level of significance at 337 degrees of freedom. This means that there was significant difference in the opinions of principals, teachers and inspectors on the use of non-verbal communication during classroom management in secondary schools in Oyun Local Government Area of Kwara State. Subsequently, the null hypothesis was rejected. Likewise, the descriptive analysis conducted on research question seven revealed that frowning by the teacher could communicate displeasure about something to the students. This result corroborate the findings of Canan (2009), which revealed that teacher's non verbal communication creates a comfortable and relaxing atmosphere for the students as this enables them to have self-confidence which also leads to an increase in the participation and contributions to the lesson.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The study assessed application of classroom management techniques in secondary schools in Oyun Local Government Area of Kwara State, Nigeria. The study was carried out with seven objectives which are to: find out the opinions of principals, teachers and inspectors on the application of time management during classroom management in secondary schools in Oyun Local Government Area of Kwara State; investigate the opinions of principals, teachers and inspectors on the application of reward during classroom management in secondary schools in Kwara State; explore the opinions of principals, teachers and inspectors on the application of punishment during classroom management in secondary schools in Oyun Local Government Area of Kwara State; determine the opinions of principals, teachers and inspectors on the application of discipline during classroom management in secondary schools in Kwara State; find out the opinions of principals, teachers and inspectors on students group participation during classroom management in secondary schools in Oyun Local Government Area of Kwara State; determine the opinions of principals, teachers and inspectors on class arrangement in secondary schools in Oyun Local Government Area of Kwara State; andassess the opinions of principals, teachers and inspectors on the use of non-verbal communication during classroom management in secondary schools in Oyun Local Government Area of Kwara State. In line with the above stated objectives, seven corresponding research questions were raised and seven hypotheses were formulated and tested for the study.

Chapter two dealt with review of related literature, from which the major concepts of the study were reviewed with different authors such as classroom management, time management, discipline, reward, classroom arrangement, punishment, non-verbal

communication, group participation, management techniques, management techniques, techniques of classroom management, techniques of time management, techniques of discipline, techniques of reward, techniques of classroom arrangement, techniques of punishment, empirical studies and summary.

Chapter three deals with research methodolody, the study adopted the use of survey research design. The population of the study comprises 340 and a total of 19 principals, 283 teachers and 38 inspectors were used as a sample for the study. A researcher designed questionnaire, tagged "Classroom Management Technique Questionnaire (CMTQ)" used for the study was pilot-tested and are liability index of 0.94 was obtained using Cronbach Alpha techniques. Data collected were analyzed statistically using descriptive (frequency, percentage, mean and standard deviation) and inferential statistics (Analysis of Variance - ANOVA) in the Statistical Package for Social Sciences (SPSS) version 21.

Chapter four reveals the findings of the hypotheses tested shows that all the seven null hypotheses were rejected because there existed significant difference in the opinions of inspectors, principals and teachers on the application of classroom management techniques in secondary schools in Oyun Local Government Area of Kwara State, Nigeria. The major findings are:

1. There was low level of communication between the teacher and student about what to do on the application of time management in secondary schools in Oyun Local Government Area of Kwara State, Nigeria;
2. Teachers' professional commitment is ineffective on use of application of positive discipline in teaching and learning in the classroom in secondary schools;

3. There was low or poor link on use of application between reward and goal achievement in teaching and learning in secondary schools in Oyun Local Government Area of Kwara State, Nigeria;
4. Poor application of classroom arrangement in teaching and learning discouraged academic interaction among students in secondary schools;
5. Improper application of punishment in teaching and learning does not enhanced goal achievement in the classroom;
6. There was ineffective application of non-verbal communication in teaching learning in secondary schools in Oyun Local Government Area of Kwara State, Nigeria; and
7. Poor application of group participation by the students does not encouraged and maintained their academic and social relations in secondary schools in Oyun Local Government Area of Kwara State, Nigeria.

5.2 Conclusion

In view of the findings from the study, it can be concluded that setting date for submission of assignment helps students to be time conscious and that positive remarks encouraged students to work harder. Likewise, conclusion can be made that agreed forms of punishment should be incorporated into school rules. Also, that the teacher ability to handle unpleasant behaviour in the classroom, sets an example for students to see the necessity to behave themselves.Hence, group participation by the students encourages and maintains academic and social relations. The respondents' opinion revealed that classroom sitting arrangement promotes healthy academic interaction in the classroom and that frowning by the teacher could communicate displeasure about something to the students.

5.3 Recommendations

The following recommendations were made in view of the findings from this study that:

1. Time management skills of the teacher during classroom management should be sustained while efforts should be directed towards avoiding those factors that constitute impediments to their time management skills.
2. The use of reward during classroom instruction should be regulated as this may be encouraging docility and defense to authority rather than originality and spontaneity of effort.
3. Application of punishment during classroom management should be made a temporary drive as students always associate fear of pain with study, and it is not healthy to keep students under a permanent state of siege.
4. Teachers should set an example for students to see the necessity to behave themselves during classroom instruction.
5. Students group participation during classroom management should be encouraged because students' engagement in classroom activities connects them with opportunities to develop abilities in critical thinking and intellectual curiosity in school.
6. Seminars and workshop should be organized for teachers in order to improve their skills in managing their classroom and there should be proper supervision of class activities by school heads.
7. Teachers should be aware of the importance of the non-verbal communication and use it in favour of students to create a more motivating, comfortable, confident environment in class for a better classroom instruction.

5.4 Suggestions for Further Study

This study is not exhaustive as such, further studies can be carried out in the following areas:

1. Assessment of the importance of non-verbal communication in classroom management.
2. Rewards and punishments role in teacher-student relationship from the stakeholders perspective.
3. Impact of the assertive discipline and the corresponding influence on positive behaviour management for today's classroom.
4. An appraisal of student engagement at school towards a sense of belonging and participation.
5. The effects of interaction analysis feedback on the behaviour of student teacher in senior secondary schools.

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APPENDIX

QUESTIONNAIRE ON THE APPLICATION OF CLASSROOM MANAGEMENT TECHNIQUES IN SECONDARY SCHOOLS IN OYUN LOCAL GOVERNMENT AREA OF, KWARA STATE

TO BE COMPLETED BY INSPECTORS, PRINCIPALS AND TEACHERS

Department of Educational
Foundations and Curriculum.
Educational Administration and
Planning Section,
Ahmadu Bello University,
Zaria.

Dear Respondents,

This questionnaire is needed to complete this research work on Application of Classroom Management Techniques in Secondary Schools in Oyun Local Government Area of Kwara State. It is purely based on the academic pursuit; all information provided in the questionnaire will be treated withutmost confidentiality.

Thank you for your cooperation.

Yours sincerely,

Olarenwaju Oluwatosin Mojirade
M.ED/EDUC/40743/2012-2013

SECTION I

Section A: Demographic Variables of Respondents (Principals, Teachers and Instructors)

1. Name of School:_____

2. Gender: (i) Male ( ) (ii) Female ( )

3. Age of Respondents (i) 21-25 ( ) (ii) 26 – 30 ( ) (iii) 31 -35 ( )
   (iv) 36 – 40 ( ) (v) 41- 45 ( ) (vi) 46 – 50 ( ) (vii) 51 – 55 ( )

4. Marital Status: Married ( ) Single ( )

5. Highest Qualification: (i) N.C.E ( ) (ii) First Degree ( ) (iii) Masters ( )
   Others ( )

6. Status: (i) Principal ( ) (ii) Teacher ( ) (iii) Inspectors ( )

7. Year of Experience: (i) 1-5 ( ) (ii) 6-10 ( ) (iii) 11-15 ( ) (iv) 16-20 ( )
   (v) 21-25 ( ) (vi) 26-30 ( ) (vii) 31-35 ( )

8. School Location: (i) Rural ( ) (ii) Urban ( )

QUESTIONNAIRE

PART II: APPLICATION OF CLASSROOM TECHNIQUES

INSTRUCTION: This part is divided to seven sections B-H it assesses the application of classroom management techniques in relation to teaching and learning. You are requested to respond to all the items in all the sections by ticking the options that agrees with your opinion. The choice options are strongly agree (SA), Agree (A), Disagree (D), Strongly disagree (SD) and Undecided (U).

S/No.	Section B: Application of Time Management in Teaching and Learning	SA	A	D	SD	U
1.	If children are held accountable in their class work, it helps them make use of class time					
2.	Time is maximized when teachers monitor students' progress					
3.	Effective communication between the teacher and student about what to do helps in time management					
4.	Setting date for submission of assignment help students to be time conscious					
5.	Lesson that are enriched with teaching aids helps time management					
6	Time management comes after much practice					
7.	Well planned and structured lessons, aids effective time management					
8.	Teachers are helped in managing their time when there is a regular classroom visitation by the principal					
9.	Well managed group activities helps in time management					
10.	Unplanned time may result to students disruption					

S/NO	Section C: Application of Positive Discipline in Teaching Learning	SA	A	D	SD	UN
1.	Closeness and relationship between teacher and students leads to increase in the students motivation					
2.	Relationship between teacher and students enhances students' participation in the classroom					
3.	Teachers who apply discipline technique in the classroom have students that show more responsibility in their behaviour					
4.	Self discipline promotes students responsibility in the classroom					
5.	Teachers academic personality and morality traits influence classroom discipline					
6.	Teachers' professional commitment is effective to achieving positive discipline in the classroom					
7.	Students will has more educational progress if their teachers use interactive management style.					
8.	A teacher that have boundaries in their relationship with their students encourages good behaviour and discipline in their class					
9.	Following class rules and regulations as a teacher forther enforces discipline in the class					
10.	The teachers ability to handle unpleasant behaviour in the classroom, sets an example for students to see the necessity to behave themselves					

S/No	Section D:Application of reward in Teaching and Learning		SA	A	D	SD	U
1.	There is strong link between reward and goal achievement in learning						
2.	Behaviour is established in the learning if it receives positive reward for a job well done						
3.	Reward allows students to see the results of their efforts instantly and in this school and makes them measure their performances in the class						
4.	In this school, reward is given to students when their performances are outstanding						
5.	When a student benefits from any form of rewards she/he will certainly gain a strong feeling of confidence						
6.	Teacher hardly rewards students excellent performance in this school.						
7.	In this school, positive behaviour are reinforced by repeating them.						
8.	Positive remarks encourag students to work harder						
9.	In this school, tangible reward like small gifts are practiced.						
10.	In this school, intangible rewards are practiced						

S/N	Section E: Application of Classroom Arrangement in Teaching Learning	SA	A	D	SD	UN
1.	In this school, there are adequate planning of physical environment					
2.	Bad arrangement in the class hinder children's participation in the class					
3.	Classroom sitting arrangement promotes healthy academic interaction in the classroom					
4.	Cluster of desks in the classroom promotes social interaction in the classroom					
5.	Sitting arrangement make it easier for students to concentrate on individual assignment					
6.	Poorly arranged classroom leads to lack of interest and fatigue					
7.	Managing a classroom can be trouble free if a teacher can breakdown the class into smaller components					
8.	The conventional sitting arrangement discourages academic interaction among students					
9.	Wall hangings and other educative materials hung up in the classroom, makes the classroom more condusive for learning					
10.	A conjestedly averaged classroom helps to disrupt the teaching and learning					

S/No.	Section F: Application of Punishment in Teaching and Learning	SA	A	D	SD	U
1.	Punishment enhances goal achievement in the classroom					
2.	Punishment must be applied to solve immediate problems in the classroom					
3.	In the school, punishments are not necessary to solve problems					
4.	Punishment must be commensurate with the offence					
5	Punishment in schools must be done in the open					
6.	Punishment in schools must be done in the secret					
7.	For punishment to be effective, there must be prior explanation by the teacher					
8.	PTA must be in agreement with the school regarding punishment					
9.	In school rebellion can result from uncoordinated punishment					
10.	Agreed forms of punishment should be incorporated into school rules.					

S/NO	Section G:Application of non-verbal communication in teaching learning		SA	A	D	SD	U
1.	Eye contact holds the attention of students not being addressed and encouraging them to listen to those talking						
2.	The use of the eyes, mimics and gesture hap establishs rapport in teaching						
3.	A teacher who never looks at students in the eye seems to lack confidence and give the students a sense of insecurity						
4.	Puzzled expression by the students in this school quickly tells the teacher what is to be revised or repeated.						
5.	Establishing a management role in the classroom involves eye contact from the onset.						
6.	Teacher can check whether the students are ready or not only through eye contact.						
7.	Eye contact is time and effort saving during teaching and learning.						
8.	Frowning by the teacher could communicate displeasure about something to the students						
9.	A simple smile could be a sign of approval						
10.	Nodding or shaking your head as a teacher could tell the students your position on an issue						

S/NO	Section H: Application of Group participation		SA	A	D	SD	U
1.	Trusting relationship is at the heart of keeping adolescent learners engaged at school						
2.	In this school, students are passive learners						
3.	Retention is easier in this school because opportunities are provided for students to make connections between real-world activities and their academic course work.						
4.	In this school students work together and learn from one another.						
5.	In this school, students are exposed to carry out activities where they spend time and energy in developing higher-order thinking skills for solving real world problems than working on traditional classrooms.						
6.	When students discuss topics together their understanding of the subject is enhanced.						
7.	Students' engagement bridges students' experience of learning and in outside of the school by exposing them to digital technologies in knowledge building environment in this school.						
8.	Students' engagement in this school activities connects them with opportunities to develop abilities in critical thinking and intellectual curiosity in this school						
9.	In this school, there are different group participation of students which build up interpersonal relationship notes conducive learning environment.						
10	Group participation by the students encourages and maintains academic and social relations						