

**IMPACT OF CLASSROOM MANAGEMENT TECHNIQUES ON TEACHING AND
LEARNING IN SECONDARY SCHOOLS IN FEDERAL CAPITAL TERRITORY
ABUJA, NIGERIA**

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FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA**

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ZARIA**

NOVEMBER, 2021

DECLARATION

I hereby declare that this dissertation entitled“Impact of Classroom Management Techniques on Teaching and Learning in Secondary Schools in Federal Capital Territory Abuja, Nigeria”has been carried out by me. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation has been presented anywhere for the purpose of the award of a higher degree or diploma certificate course at this University or any other Institution.

Dauda,Asabe (Mrs)

Date

CERTIFICATION

This dissertation entitled “Impact of Classroom Management Techniques on Teaching and Learning in Secondary Schools in Federal Capital Territory Abuja, Nigeria”:by DaudaAsabe meets the requirements governing the award of degree of Master of Education (M.Ed.) in Education Administration and Planning of Ahmadu Bello University (ABU) Zaria and approved for its contributions to knowledge and literary presentation.

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DEDICATION

This dissertation is dedicated to my husband; Pharm Timothy TetuVwamdem and my children, Nandom, Praise, Manji, Treasure and Plagnan.

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OPERATIONAL DEFINITION OF TERMS

- Classroom Management:** This refers to all provisions and procedures put in place by the teacher to establish and maintain a conducive environment in which teaching and learning occur during teaching learning process in schools.
- Group Participation:** This signifies the ability of students in groups to learn from one another during teaching and learning in and outside of the classrooms
- Learning:** This refers to the process of acquiring knowledge or skills in the school or organisation.
- Management:** This is the application of scientific methods of planning, organizing, motivation, coordinating, decision making and controlling of the physical environment of learning for the actualization of the academic goals and objectives of teaching and learning.
- Motivation:** This refers to as intrinsic or extrinsic reinforcement mode used to maximize the students` effort and minimize some of their potentially inappropriate behaviours in classrooms.
- Punishment:** This refers to action or inaction employed by the principals of schools while handling indiscipline behaviours of students as a consequence of their deviation from the code of conduct in schools.
- Reward:** This refers to benefits given to students as motivation and encouragement for their good conduct within the school premises.
- Teaching:** The act of impacting knowledge or skill to students by their teachers.
- Time Management:** The ability of the teacher to effectively use the time allotted for classroom instruction during class presentation of stated instructional objectives.
- Time:** This refers to unit of minutes/ hours allocated to each of the school subjects during class presentations for the attainment of objectives effectively and efficiently.

LIST OF ABBREVIATIONS

- F.C.T: Federal Capital Territory
N.P.E: National Policy on Education
S.P.S.S: Statistical Package for Social Science

ABSTRACT

This study is on the impact of Classroom Management Techniques on teaching and learning in secondary schools in FCT Abuja, Nigeria. The study has five (5) objectives among which are to: examine the impact of punishment on teaching and learning in secondary schools in FCT Abuja, assess the impact of motivation on teaching and learning in secondary schools in FCT Abuja. The objectives of the study were designed to correspond with the research questions, hypotheses and basic assumptions. The study will be of benefits to school Administrators, Teachers, Students and Ministry of Education officials in FCT Abuja. The study covered all public secondary schools in FCT Abuja and limited to impact of classroom management techniques on teaching and learning in secondary schools in Abuja. The review of related literature is based on the issues of objectives of the study. The study adopted descriptive survey method. The population of the study was 8,398. The sample size was 132 and stratified random sampling was used to draw the sample. A structured questionnaire was used to collect data for the study. The validity of the instrument was determined by two supervisors and other experts in Educational {Administration and Planning. The reliability coefficient of the instrument using Cronbach-Alpha technique, showed the reliability value of 0.78. The research questions were analysed using Statistical Package for Social Science (SPSS) Version 23 presented in tables, frequencies and mean scores. All the six null hypothesis were tested using inferential statistic (t- test) .Out of the six null hypotheses tested, four were retained while two were rejected. The findings, among others showed that punishment helped students to maintain order in the classroom during teaching and learning in secondary schools in Federal Capital Territory, Abuja. Students actively participated in classroom activities in most secondary schools. The conclusion and among others showed that punishment helped Students remain on their seats and also maintain order in the classroom for effective teaching and learning. The recommendations made, include Government, Stakeholders, Policy Makers and School management should provide different punishment strategies that will cause positive change in students' behaviours and promote effective teaching and learning in secondary schools.

CHAPTER ONE

INTRODUCTION

1.9 Background to the Study

All educational plans of a school involving teaching and learning takes place in the classroom. Classroom is the meeting point for both teachers and students where curricular activities are implemented. Educational objectives cannot be fully achieved without the use of conducive classroom environment. A good classroom environment facilitates desirable behaviour and attitude among students and thus enhancing their academic performance. Such an environment provides avenue for effective teacher/students and students/students interaction.

Classroom management is a prerequisite for achieving instructional objectives and safeguarding the wellbeing of students for whom the teaching and learning activities are centered. Classroom management entails planning, supervising, controlling and coordinating the activities of students in teaching learning process.

Classroom management techniques are a critical part of teacher's success in creating a safe and effective learning environment for students. Classroom management techniques as used in this study, refers to tactics adopted by teachers to ensure decorum in the classroom and thus create a healthy and conducive atmosphere for learning. 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. 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.

Punishment can be effective in stopping unwanted behaviour. However, Sawankwe in Oluwatosin (2017) 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. It is the belief that if students are made to suffer for wrong doing, they will probably not repeat their inappropriate behavior. The teacher's effectiveness in teaching is assessed by his ability to use varied classroom management techniques to control students towards effective and meaningful learning during instruction. Meaningful teaching and learning cannot be achieved in a classroom environment characterized by noise making and other distractions by students. The academic achievement of students of a particular classroom can be attributed to the teachers' ability to manage and control the classroom during instruction Melissa (2014). 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.

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. 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.

In group classroom participation, every teacher wants to know how to motivate students to participate, 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). Students tend to have good relations with school staff and with other students – they feel that they belong to school.

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. 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.

Classroom management and techniques is closely linked to issues of motivation, reinforcement, reward, discipline and respect. There are instances of some situation in the classroom, that has necessitated the application of adequate management techniques by the teacher: among them are that students undermining the teacher's authority; 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; a student sleeping in the class, should be considered rude, and should not be tolerated. Other issues faced in the classes are; refusal to participate or speak during lesson, student sometimes becomes nurty and refuse to participate in classroom activities, fighting in the class, telling lies, stealing, copying other student work during test or examination, lack of toilet training, e.g. students defecating in the classroom. All these types of behaviors are management problems which needs adequate classroom management techniques to tackle them. In some countries there are media

publications, where teachers have been charged with assault on learners; teachers have used sticks to hit the children Naons, (2007). Then in another instance, teachers have been taken to court by parents for subjecting their children to corporal punishment Govender, (2005). These other cases have been widely published in the media. These cases are also found in other countries like Nigeria. Thus, schools are left with the responsibility of identifying and implementing alternative disciplinary practice and procedures, to manage children's behavioral problems. It is worth to note that, in as much as corporal punishment exists in some parts of African countries; it has been banned in most European countries.

Areas the teacher must manage are: over populated classroom, where a teacher has to manage large number of students in the classroom. This situation is common in most public schools. Majority of these over – populated classrooms lack infrastructural facilities. Because when the classrooms are large in number, the classes will lack enough chairs and desks for students to seat on, and sometimes the students are made to seat on bear floor to learn.

Lack of adequate training for teachers contributes to poor management techniques. Some teachers that have the Teachers Training Certificate, do not have knowledge of techniques of classroom management. The case is either that some have forgotten or don't even know what classroom control is all about. These teachers believe that flogging or canning a child is the only technique of classroom control. But this is far from the truth, because there other techniques like establishing clear classroom rules and procedures and how to follow them Marr and Ellis (2002). The study investigates the impact of classroom management techniques on teaching and learning in secondary school F.C.T, Abuja. Implication to educational managers.

1.10 Statement of the Problem

The importance of good classroom management in the realization of the objectives of education cannot be over emphasized.

Un-conducive learning environment in the public secondary schools has posed serious problems to student's academic performance over many decade ago. The researcher has observed that there are problem of uncontrollable uses of corporal punishment by teachers to instill fear and discipline in the classroom which may lead to unintended negative effects on students' academic performance and attitudes towards schools.

Another problem is the difficulty at teachers to use varied classroom management techniques like motivation and rewards during teaching and learning thorns that crumble the academic performance of students in the schools. Teachers in ability to carried students along in the group participation activities in the classroom has affected students not to be actively involved in group work among themselves and also, most teachers lack time management techniques which make them waste time and energy in classroom control during teaching and learning may affect students' academic performance in secondary schools.

Therefore, the present stud seeks to investigate the impact of classroom management techniques in teaching and learning in secondary schools in Federal Capital Territory Abuja.

1.3 Objectives of the Study

This study sought to achieve the following objectives:

1. examine the impact of punishment on teaching and learning in secondary schools in FCT, Abuja;
2. assess the impact of motivation on teaching and learning in secondary schools in FCT, Abuja;

3. ascertain the impact of reward on teaching and learning in secondary schools in FCT, Abuja;
4. determine the impact of classroom participation on teaching and learning in secondary schools in FCT, Abuja;
5. Find out the factors of time management affecting teaching and learning in secondary schools in FCT, Abuja; and

1.4 Research Questions

The study sought to find answer to the following research questions:

1. Is there any impact of punishment on teaching and learning in secondary schools in FCT, Abuja?
2. What is impact of motivation on teaching and learning in secondary schools in FCT, Abuja?
3. Is there any impact of reward on teaching and learning in secondary schools in FCT, Abuja?
4. What is impact of classroom participation on teaching and learning in secondary schools in FCT, Abuja?
5. Does time management have impact on teaching and learning in secondary schools in FCT, Abuja?

1.5 Research Hypotheses

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

1. There is no significant difference in the opinions of teachers and principals on the impact of punishment in teaching and learning in secondary schools in FCT, Abuja;
2. There is no significant difference in opinions of teachers and principals on the impact of motivation in teaching and learning in secondary schools in FCT, Abuja;

3. There is no significance difference in the opinions of teachers and principals on the impact of reward in teaching and learning in secondary schools in FCT, Abuja;
4. There is no significant difference in the opinions of teachers and principals on the impact of classroom participation in teaching and learning in secondary schools in FCT, Abuja;
5. There is no significant difference in the opinions of teachers and principals on the impact of time management in teaching and learning in secondary schools in FCT, Abuja; and

1.6 Basic Assumptions

The study on impact of classroom management techniques on teaching and learning in secondary schools was based on the following assumptions that:

1. Punishment maintains Classroom management effective teaching and learning. Effective teaching and learning is a blend of appropriate teaching methodologies and classroom management that together set the classroom for quality teaching-learning and impact positively on students' behavior in class;
2. Most classroom management issues are resolved when lessons are well taught with pace, variety and challenge when students are motivated to actively engage in the learning that meets their needs and interests;
3. Reward impact on teaching and learning as positive classroom environment at the secondary school level provide models for students that reinforce the purpose of the school programme;
4. Classroom participation improves students' behaviours when teachers' expectations for students are high and reflects the learning styles, interests and needs of the students they teach;

5. Time management has impact on teaching and learning in secondary school students' behavior outcomes; and

1.7 Significance of the Study

This study is significant because it to study the impact of classroom management techniques on teaching and learning in secondary schools in Federal Capital Territory Abuja, Nigeria: Implication to Educational Managers. Therefore, findings from this study showed significance in a number of ways to the teachers, principals, PTA members, curriculum planners, ministry of education and students.

The findings provided in this study will help teachers and principals in accessing the effects of their classroom management techniques on students' academic performance in the schools. And also, ministry of education and the curriculum planners will use the results of this study to guide them in imbibing classroom management skills for teachers so as to improve students' academic performance.

The findings from this study would help principals and teachers to be alive of the common problems they might likely experience during lessons and proffer tangible solutions on how to handle such situation. It would equally help principals and teachers to understand how to use corporal punishment and order that will promote classroom management for effect teaching and learning in the school.

The outcomes of the study would be beneficial to secondary school teachers and principals in F.C.T, Abuja. This is because the teachers, principals and inspectors will get more understanding and knowledge on the application of various techniques like motivation, reward and time to promote classroom management for effective teaching and learning to take place in the school.

Findings from the study will be relevant to teachers and students, in understanding why they should allow students group participation in classroom management in the secondary school in F.C.T, Abuja Nigeria.

The study is equally significant to principals, teachers, educational planner, and ministry of education, inspectors and other educational bodies to identify the importance of time management techniques on classroom management for students' academic performance in the secondary schools.

1.8 Scope of the Study

This study investigated the impact of classroom management techniques on teaching and learning in secondary schools in F.C.T Abuja, Nigeria. The study covered principals and teachers in all public secondary schools located in six areas councils in FCT Abuja. Therefore, the study was limited to all public secondary schools in six area councils of FCT Abuja.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed literature that are related on classroom management techniques used by teachers in schools in F.C.T, Abuja, Nigeria under the following sub-headings:

2.2 Conceptual Framework;

2.2.1 Concept of Classroom Management;

2.2.2 Concept of Punishment;

2.2.3 Concept of Motivation;

2.2.4 Concept of Reward;

2.2.5 Concept of Group Participation;

2.2.6 Concept of Time Management;

2.2.7 Concept of Management Techniques;

2.3 Theoretical Framework;

2.4 Impact of Classroom Management;

2.5 Impact of Punishment on Classroom Management;

2.5.1 Types of Punishment Techniques Used in Schools;

2.6 Impact of Motivation on Classroom Management;

2.7 Impact of Reward on Classroom Management;

2.8 Impact of Group Participation on Classroom Management

2.9 Impact of Time Management Techniques on Classroom Management;

2.10 Impact of Classroom Management on Teaching and Learning;

2.10.1 Teacher Role in Classroom Management;

2.10.2 Knowledge and Behaviour of Teachers in Classroom Management;

2.10.3 Techniques Teachers Need to Apply in Classroom Management;

2.11 Implications of Impact of Classroom Management Techniques Teaching and Learning to Educational Managers;

2.12 Empirical Studies; and

2.13 Summary

2.2 Conceptual Framework

The concepts related to the research were clarified and put into the context of study. The study looks at the concept of classroom management, concept of punishment, concept of motivation, concept of reward, concept of group participation, concept of time management, concept of classroom management techniques and its significance in secondary school.

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. 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 Albertand 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 in Oluwatosin (2017) 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 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 Concept of 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 unwanted behavior Martens and Meller cited in Oluwatosin, (2017). 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.

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 skilldeficit. 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).

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 cited in Oluwatosin(2017). 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.

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 F.C.T Abuja regulations and school district policies and is parent support Adeyemo, (2012).

2.2.3 Concept of Motivation

In a more pedagogical sense, motivation can then be defined as the conscious effort on the part of the teachers to establish in students motive leading to sustained activity toward the learning goals Mumtaz, (2014). Moreover, as Brink in Mumtaz, (2014) stated, "Motivation is the development within the learners of a genuine interest in and a favourable

attitude toward the activities which are to result in effective learning". It is hence used to refer to all those motives that direct the learners' attention, emotion and activity towards the desired destination.

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

Motivation, be it intrinsic or extrinsic, is used to maximize the students' efforts and minimize some of their potentially inappropriate behavior. However, although reinforcement is a positive period for learning and can increase the students' classroom participation. If it is misused it can result in decreasing the students' participation and learning Sadkar and Sadkar in Ekwueme (2011). To support, Brophy, Keefe and Jenkin in Ekwueme, (2011) has this to say:

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

Hence, motivation as most scholars seem willing to accept should be contingent on the students' performance, should indicate the specific students' performance to be reinforce and should be honest and sincere Stiped in Oluwatosin, (2017).

2.2.4 Concept of 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 Concept of Group Participation

In group classroom participation, every teacher wants to know how to motivate students to participate, 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 nonacademic 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 in Oluwatosin, (2017). 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

nonacademic 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 emphasizes 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 student's 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.

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. According to Castetter in Adeyemo, (2012) 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.

2.2.6 Concept of 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.

According to Manktelow in Oluwatosin (2017) 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 every day 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 in Oluwatosin (2017).

2.2.7 Concept of 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, cited in Oluwatosin, (2017). 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 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 in Mumtaz (2014).

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).

Therefore, they (teachers) often apply classroom discipline techniques instead of management techniques and end up stressing themselves fruitlessly every day. Marshall in Mumtaz (2014) 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 Oluwatosin, (2017) 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.

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 Grossman's 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 Impact of Classroom Management

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 in Oluwatosin (2017) 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.

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.

Siqnddo, (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 in disciplinary 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 other's 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.

Chiranchi and Kuraysh (2004), view classroom management as class control and an attempt by the teacher to create a conducive atmosphere for learning in the classroom. From their view, one will see that good classroom, management is an art requiring teaches to systematically use their wealth of professionalism to achieve good classroom management without classroom management, teaching and learning process cannot be successful and effective. Inusa (2004) opined that a person who cannot maintain order and discipline among children is not fit to be a teacher. He outline some importance of classroom management as follows:

1. Classroom management helps a teacher to teach in a conducive atmosphere free from noise and interruption from any students behaviour;
2. It helps to enhance teaching and learning, because when there is an effective class control the students will pay attention, and learning will take place;
3. Classroom management leads to positive result in teaching and learning which in turn improves the standard of the school because the student learn better with good results, both externally and internally;
4. It helps the students to be orderly, organized and disciplined, both within and outside the school environment because the spirit of self-discipline is inculcated in them through the teacher;
5. Classroom management enhances the development of intellectual ability in the students.

6. It helps to remove or minimize any act of indiscipline in the pupils and the school. Because, a school that have teachers with good classroom management will be a disciplined school;
7. The characters of the pupils are built, through classroom management because of the type of training and techniques used by the teachers in managing the class room.

The trend of events has shown that you can never have enough classroom management techniques, but what is important, is having a set of tools that will allow your classroom to maintain a good learning environment and consistent flow of knowledge. This is more or less the various types of techniques that a teacher can use in maintaining discipline and good classroom management. Looking at these techniques critically, one will see that, when a teacher is able, to observe them, he will find it easy to manage and control the classroom effectively. This will in turn lead to effective teaching and learning, which will help develop good moral and character in the life of the students both outside and within the school.

2.5 Impact of Punishment on Classroom Management

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 discomfoting effect that results from misbehavior Savage in Oluwatosin (2017). Punishment can be effective in stopping unwanted behaviour. However, research shows that the use of punishment may also have several undesirable side effects (Savage in Oluwatosin, 2017). According to Lakes in Mumtaz (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, in Oluwatosin, 2017). 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 in Oluwatosin, 2017). 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 in Oluwatosin (2017). 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. 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 & Melder in Oluwatosin, 2017). 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 in Mumtaz, 2014). 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 in Ekwueme (2011) 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 cited in Ekwueme, (2011) 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, 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 in Mumtaz (2014) 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 with 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, 2010).

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 timeout (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 misbehavior (Savage & Savage, 2010).

The student is not only deprived of key opportunities to social but also academic skills. When selecting negative consequences to impose for student misbehavior, teacher should carefully consider possible harmful effects of that consequence before implementing it. For instance, reducing recess time as a consequence for misbehavior 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.

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 subsides when the programme has been in place and consistently enforced for a short time. If the student reacts to the programme, 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.

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 in Oluwatosin, 2017).

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 minutes 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).

2.5.1 Types of Punishment Techniques Used in Schools

Schools generally employ a hierarchy of punishments for infractions and the hierarchy is generally reasonably consistent (Boeree in Oluwatosin, 2017).

- (i) **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 in Adeyemo, 2012). 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 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.

- (ii) **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 enhance 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 inschoolsuspension 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' misbehavior 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 misbehavior 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.

2.6 Impact of Motivation on Classroom Management

Many young children begin school with a thirst for learning. They enthusiastically and curiously seek novel or challenging tasks (Goldberg in Oluwatosin, 2017). It can be concluded then that young children begin school intrinsically motivated. When studying motivation, it is useful to distinguish between two basic orientations, intrinsic (or Mastery) versus Extrinsic (or performance). Orientation toward learning (Goldberg in Mumtaz, 2014), intrinsic motivational patterns have been associated with high-perceived ability and control, realistic task analysis and planning and the belief that effort increases one's ability and control (Fincam& Cain cited in Adeyemo, 2012).

An extrinsic orientation toward-learning is characterized by a concern with external reasons for working, such as the judgment of others regarding one's performance, grades, or some anticipated reward. Students' classroom learning can be interactive through the learners own conscious and deliberated effort towards the learning goals and those capable students may fail to attain the goals aspired if they don't pay attention and exert some sort of effort

towards that end. Because, as most scholars argued; no learning would take place without the learners' attention and Anderson and Burns cited in Oluwatosin (2017) stressed, attention alone does not necessarily ensure learning unless it is intertwined with the learner's concentration and inertly derived motives.

The students' commitment to their classroom learning in turn could be valuable largely when it occurs not intermittently. The reiterative occurrences of the desired classroom performance of students in effect can be sustainable mainly through the wise-use of motivation. Student motivation is of central concern in curriculum development for the reasons that the higher the level of motivation the greater the proportion of time the learners will spend on task and the more efficient the learning will be" moreover, the curriculum that stimulate high student motivation as attractive to the practitioners and hence are better implemented.

To this end, therefore, motivation becomes the basis classroom management strategy. "Motivation is the key to effective classroom management and consequently to effective students classroom learning", (Callahan and Clack in Oluwatosin in Oluwatosin, 2017). Implicitly said, motivating students is mostly a matter of handling the students' classroom behaviour successfully (Good and Brophy 1987; Borich 1988) so that active classroom instruction could prevail. According to Lehman contingency contract involves an agreement between the teacher and the students which states that when students behave appropriately the teacher provides them with something they value. Conversely, it may state that if students behave inappropriately something of value is taken away. Therefore the word contingency is meant that the rewards to be given should depend upon the behaviour that the student exhibits. As Lehman stressed, the contingency contact seems to have its greatest significance in a classroom where the teacher is struggling with management problem.

Motivation, be it intrinsic or extrinsic, is used to maximize the students' efforts and minimize some of their potentially inappropriate behavior. However, although reinforcement is a positive period for learning and can increase the students' classroom participation. If it is misused it can result in decreasing the students' participation and learning. To support, BrophyOluwatosin, (2017) has this to say:

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

Hence, motivation as most scholars seem willing to accept should be contingent on the students' performance, should indicate the specific students' performance to be reinforce and should be honest and sincere.

Certainly speaking there is no one readymade formula, strategy or special set of techniques that may be used to motivate all students in the same way or to the same degree all the time, since what motivate one student at one instance may fail to work for others. This is due to the fact that different motivational techniques are appropriate and effective in different situations. Students of different age, ability and culture respond differently to different types of motivation

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

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

- (c) instrumental value, related to the perceived practical, pragmatic benefits that the mastering of the L2 might bring about.
- ii. Increasing the learners expectancy of success: We do things best if we expect to succeed and to turn this statement round, we are unlikely to be motivated to aim for something if we feel we will never get there.
 - iii. Increasing the learners' goal orienteers: In a typical class, too many students did not really understand or accept why they are doing a learning activity. Moreover, the official class goal (that is, mastering the course content) may well not be the class group's only goal and in extreme cases may not be a group goal at all!
 - iv. Making the teaching materials relevant for the learners: The core of this issue has been succinctly summarized by Mc Combs and Whisler in Oluwatosin (2017) "Educators think students do not care, while the student tell us they do care about learning but not getting what they need".
 - v. Creating realistic learners beliefs: It is peculiar fact of life that most learners will have certain beliefs about language learning, and most of those beliefs are likely to be (at least partly) incorrect. Such false beliefs can then function like time "bomb" at the beginning of a language course because of the inevitable disappointment that is to follow or can clash with the course methodology and hinder progress.

Once the main aspects of creating initial student motivation have been identified, it is possible to generate or select a variety of specific classroom techniques to promote the particular dimension.

Key Ingredients to Impact Students motivation

The educational equivalent to "location" is likely to be "motivation, motivation, and motivation" for motivation is probably the most important factor that educators can target to improve learning (Olson in Oluwatosin, 2017). Williams and Williams (2010), suggest five

key ingredients to impact students' motivation. They are students, teacher, content, method/process and environment.

Ingredient 1: Student

You cannot push anyone up the ladder unless he is willing to climb himself" (Robert Schuller) The student's role in education is crucial and should go beyond the traditional view of students as customer or recipients of knowledge. In addition to the role of buyers and recipients, students are the raw materials for education and the primary products of educational transformations and most important, students are key members of the labour force involved in creating education" (Lengnick-Hall and Sanders, in Adeyemo, 2012). Also, the increasing diversity of individual differences among students can be seen in time management, learning styles, maturity, demographics, experiential background, cultural orientation, and interest as such Senge, in Oluwatosin, (2017) suggest that teachers should be "producers of environments that allow students to learn as much as possible" or that schools should become learning habitats wherein relationships are fostered between people.

Ingredient 2: Teacher

Student displays more motivational benefits from teachers they like over teachers they dislike Montalvo, in Olanrewaju, (2013). However, education is much more than a personality contest. The role of teacher seems to be shifting from pre-programmed knowledge dispensers to, instead, managers of student learning and the learning environment. Therefore teachers must be empowered to exercise professional judgement in the classroom to attain clearly expressed goals.

The following suggestions are offered in teachers' contribution to students' motivation.

1. The knowledge of the subject matter and motivational level of a teacher are important to motivate students to learn and show good behaviour in the class.

2. Teacher skill - this include developing and maintaining as sense of humor in the class disengaging stress, respecting students feelings.
3. Teacher qualification - as we models of the student, teacher need to acquire high qualifications and grow in their academic status.
4. Giving test - teachers need to know how to give test that are motivating to the students. They need to be relevant; to aim at checking what students have learnt and if it can be applied in real life, test should be based on achieving the objectives of the subject.
5. The teacher should be conscious that everything we do in the classroom has motivational influence on students, either positive or negative.
6. Scientific management and human relations - The teacher must consider whether to approach students from view point of scientific management, human relationship or both. Weaver and Cotrell in Oluwatosin (2017) established ten steps, systematic sequence for becoming more comfortable using humour to motivate student in the classroom;
 - i. Smile/be light - hearted;
 - ii. Be spontaneous/natural
 - iii. Foster an information climate, be conversational and loose;
 - iv. Begin class with a thought from the day, a poem, a short anecdote, or a humorous example
 - v. Use stories and experiences that emerge from the subject matter, use personal experience;
 - vi. Relate things to the everyday life of students. Read the student newspaper.
 - vii. Plan lessons/presentations in short segments with humour injected.
 - viii. Encourage a give and take climate between yourself and students, play off their comments learn their names'
 - ix. Ask students to supply you with some of their jokes, stories, or anecdotes; and

- x. Tell a joke or two. Do outrageous things. Admit you are no good at it. Appear human.

Ingredient 3: Content

When presenting, the content must be accurate and timely. However, content also be relevant and useful to the students in his or her life. Olson in Mumtaz (2014) notes that students motivation depends on the extent to which the teacher is able to satisfy the student's need for feeling competent, feeling in control of their learning and feeling connected to others. As such, content also must be included to satisfy each of these student needs.

Ingredient 4: Method/Process

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

Ingredient 5: Environment

An environment must be available and accessible. Thereafter, that environment must be of a quality that contributes to the motivation of the students. An environment that is not safe is difficult and may be even unwise to put all of your attention on learning. On the other hand, an environment of openness and freedom to learn from one mistake can foster motivation to learn.

2.7 Impact of Reward on Classroom Management

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.

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.

2.8 Impact of Group Participation on Classroom Management

Group work is common in today's classrooms, but it's all too easy for things to get out of hand. Margie (2011) outlined some techniques that can be adopted to keep students busy and on task while they are working together. 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 and 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 and 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 as strategies to use active learning in the classroom: students are more involved in the activity than listening, emphasis is placed on developing students skills, during group participation, students are in critical thinking (analyzing, synthesis, evaluation).

- 9. Criteria for grouping 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 individual group activities-
6. Monitor group's activities, provide guidance as needed without usurping individual students' responsibilities for designated tasks.
7. Model active listening techniques.
8. Use formative feedback to regulate activities. Engage 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.

2.9 Impact of Time Management Techniques on Classroom 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. Preston and Mahar in Oluwatosin (2017) 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 every day. A good time manager is a person who can efficiently manage himself and all his activities within a time range. 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. 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. And

it is only when classroom activities are well managed that more time could be devoted to teaching and learning. Kathleen, Fredric and James in Mumtaz (2014) 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, cited in Adeyemo, (2012). Kauchak and Eggen in Oluwatosin (2017) 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 McKeachie, 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 McKeachie, in Ekwueme, (2011). David in Oluwatosin (2017) 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 in Oluwatosin, (2017).

Tips on Effective Time Management in Classroom Teaching

Kauchak and Eggen in Oluwatsoin (2017) 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.

2.10 Impact of Classroom Management on Teaching and Learning

It can be rightly argued that the teacher is the biggest influence on how well students behave in a classroom. This means that it is not the quality of the students, the involvement of the parents, or the administration that make the most impact, but the teacher's attitude. This is premised on the fact that some students tend to live up to the teacher's expectations. In this instance when the teacher expects great things from them, they would surely rise to the challenge. The corollary is that when you expect poor classroom behaviour they would also meet that challenge. It must be appreciated that effective classroom management is probably the most difficult aspect of a teacher's duty and role. It is opined by Verstrate (2011) that, "it is not simply to teach curriculum content but it is to also guide, direct and empower students to govern their own behaviour so that their life within a social setting can

be an enjoyable and productive one.” The overall value of effective classroom management and its positive effect in guaranteeing the achievement of outstanding educational outcomes. The ability of teachers to organize classrooms and manage the behaviour of their students is critical to achieving positive educational outcomes. Although sound behaviour management does not guarantee effective instruction, it establishes the environmental context that makes good instruction possible. Reciprocally, highly effective instruction reduces but does not eliminate classroom behavioral problems.

This position is also supported by Pederson-Seelye (2011). He argued that effective classroom management procedures promote independent learning and success for all students in classrooms which are productive, orderly and pleasant. It is posited by the writers from the positions above that it is generally believed that effective classroom management requires some basic classroom procedures/routine. According to Verstrate (2011), the classroom procedures can be used to provide “consistent momentum or transitions.” Some of them include entering/leaving the classroom. The procedure involves students coming in quietly, take out the needed materials for the class, and place their bags and other items neatly under their desks. In starting the class, the students should be quiet before the teacher walks in. The next procedure which is the taking of role can be accomplished quickly if you have assigned seats to each student and you have a seating chart readily with you. This can be followed by checking home work. To make this effective, the students can be offered an “open notebook homework quiz”. This serves as a form of positive reinforcement Skinner, (1953). It is also suggested that the teacher should have supplies of materials for at least three students as shortage of such materials may cause distractions in the classroom. These stated routines / procedures can be better articulated if the tips identified by Lorenz (2011) are given reasonable consideration. The steps are put under the broad heading: “Tips on conducting the first ten minutes of class.” These tips include first, greeting the students as you stand at the

door. The implication of this is that it demonstrates to the students that you are interested in interacting with them. Secondly, when you are prepared to begin any class, get everyone's full attention before you start. It is important you wait to get every one's attention before you begin the class.

The third tip has to do with presenting class rules and consequences form is behaviors. Fourthly, take attendance. It should be noted that immediately you present your classroom rules, you should take attendance.

Closely following this is the need to explain your procedures for assigning and collecting work. You should also explain the consequences for late assignments. Lastly, explain your grading system. This should include details on how students will earn their grades. These tips if accomplished, will lead to effective teaching and classroom management. Consequently, there will be high educational outcomes.

It is important to consider the importance of maintaining order ineffective classroom management. This has become necessary because establishing and maintaining order is central to what educators do. According to Doyle (2011) "the underlying assumption is that classroom order encourages student engagement which supports learning. Without order, a teacher is hard pressed to promote student learning". The implication of this, according to him is that "classroom management results in the coupling of order and learning." He therefore, saw classroom management as the progression of strategies that teachers utilize to promote order and student engagement and learning. The consequence of this position is the prompt enhancement of the right learning outcomes. Some pro-active principles in maintaining order in classroom management according to Doyle (2011) include the following:

1. Develop coherent list of expected behaviours (usually only four or five rules).
2. Equip students with the skills needed to execute appropriate behaviour.

3. Continually assess the success of an implementation
4. Create and sustain a positive environment in which this can take place.

Embracing the essence of order in classroom management enables the teacher to apply all facets of discipline within the classroom. These centers on the three fundamentals of teaching. That is, “content, conduct and covenant management”. Content refers to the curriculum; conduct has to do with discipline while covenant has to do with relationship (Doyle, 2011). School and classroom management according to specialists in the field of education, aim at encouraging and establishing student self-control through a process of promoting positive student achievement and behaviour. Thus, academic achievement, teacher efficacy and teacher and student behavior are directly linked with the concept of school and classroom management.

This focuses on three major components: content management, conduct management and covenant management. The research carried out by Froyen and Iverson in (OLuwatsoin, 2017) showed that a high incidence of classroom disciplinary problems has a significant impact on the effectiveness of teaching and learning. It has been found that teachers facing such issues fail to plan and design appropriate instructional task. They also tend to neglect variety in lesson plans and rarely prompt students to discuss or evaluate the materials that they are learning. In addition, students’ comprehension or seat work is not monitored on a regular basis. In contrast, strong and consistent management and organizational skills have been identified as leading to fewer classroom discipline problems (Froyen & Iverson in Mumtaz, 2014). On the strength of this, according to Doyle (2011), ‘order’ in the classroom prompts ‘engagement’, whereas the teacher uses ‘discipline’ to curb ‘misbehavior’. The result is ‘cooperation’. He further argued that ‘cooperation’ rather than ‘engagement’ (in the sense of involvement with content) is the minimum requirement for student behaviour. Hence, ‘engagement’ is learning, ‘cooperation’ is ‘passivity’. He further noted that order is

not 'absolute silence' or 'rigid conformity' to rules, although these conditions are sometimes considered necessary for specific purpose (e.g. a major test). 'Order' in a classroom simply means that within acceptable limits, the students are following the programme of action necessary for a particular classroom event to be realized in the situation (Doyle, 2011).

It is argued that a tremendous body of research attests to the fact that classroom management/organization and behaviour management competencies significantly influence the persistence of new teachers in their teaching careers (Ingersoll and Smith, 2003). The consequence is that new teachers are quick to express their concerns over lack of competence in handling disruptive behaviour of students (Browsers&Tomic, 2000). This category of ineffective teachers often report high level of stress and symptoms of burnout concerning their job.

2.10.1 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. 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.

2.10.2 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).
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).

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.

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.

2.10.3 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 behaviourmodification 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).

2.11 Empirical Studies

Yesar, (2008), conducted a study on classroom management approaches of primary school teachers and exploring if their management approaches are consistent with the constructivist curriculum. A descriptive survey design was used for the study. The sample consisted of 265 primary school teachers working in Kastamonu. Data were gathered from the participants via Classroom Management Inventory developed by the researcher. Both descriptive and inferential statistics were utilized to analyze the data. Mixed Design ANOVA (within subjects and between subjects) was employed to investigate the dominant classroom management approach that teachers use and to explore the effect of some variables on classroom management approaches of teachers. Results of the study indicated that primary school teachers prefer to use student-centered management approach rather than teacher-centered approach. That is teachers' management approaches are consistent with the constructivist instruction. Furthermore, some background variables were found to affect the classroom management approaches of teachers. A significant difference was found in classroom management approaches of teachers with respect to teaching experience, branch, type of certification and average number of students teachers have in their classes while no significant difference was found with respect to gender variable.

Okoroji, Anyanwu, Wilfred, and Ukpere (2014) examined the effect of leadership styles on teaching and learning process. A descriptive survey design was adopted for the study. The population comprises the academic staff of selected secondary schools in Owerri North Local Government Area (LGA). The academic staff members selected includes junior and senior staff members, as well as male and female staff. Sixty-six teachers, which constitute the population of academic staff of selected from secondary school makes up the sample for the study. Stratified random sampling technique was used for sample selection. Self-structured questionnaire was the instrument used for data collection. The method of data

analysis used on this research work is ANOVA statistics. Based on the summary of the findings, Gender to a high extent, influences the leadership style used in classroom teaching and learning process. The result also reveals that majority of secondary school teachers in Owerri North used democratic leadership style more than other types of leadership styles. Having listed some findings of the research work, it is necessary to make recommendation. Both male and female teachers should be exposed to constant and relevant seminars, workshop by the school management boards in order to ensure that these teachers are equipped with better understanding of leadership style as well as better combination of these styles.

Alabi (2014) conducted a study centered on Teacher's Perception of Classroom Management Effectiveness in Ondo State Secondary Schools in Nigeria, with regards to students' knowledge effectiveness, content knowledge effectiveness context knowledge effectiveness, pedagogical knowledge effectiveness and Teachers' personality effectiveness. The research design is a descriptive survey type. A self-constructed instrument titled, "Teachers' Perception of Classroom Management Effectiveness Descriptive Questionnaire" (TPCMEDQ) with a reliability coefficient of 0.78 which was used to answer the only research question and test the hypotheses formulated. Mean scores and t-test were used to analyze the data collected. The results revealed a significant difference in the teachers' perception of classroom management effectiveness between public and private secondary schools in Ondo State, Nigeria. They vary as to extent of students' knowledge effectiveness content knowledge effectiveness, pedagogical knowledge effectiveness and Teachers' personality effectiveness. The study further showed that significant difference occurs between the male and female teachers' perception of classroom management effectiveness in secondary schools in Ondo State, Nigeria. From the findings, it was recommended that Government should ensure that approval to operate is granted to would- be private school

proprietors/proprietress on the conditions that sufficient qualified staff (Teaching and non-Teaching), conducive classroom space, facilities and materials, and the right context are provided. Also, teachers should be autonomous, creative and flexible but guided by clear objectives and professional ethics in his/her classroom management roles.

Osakwe (2013) examined the management techniques of principals for resolving disciplinary problems in Nigeria public secondary schools in delta state. Two research questions and two hypotheses were raised and tested at 0.05 level of significance. Two hundred randomly selected principals from Delta State constitute the sample. The questionnaire was the instrument used. The face and content validity of the instrument was established, and the r-value of 0.70 was obtained using the split half method which measured the internal consistency. Simple regression and means were the statistical tools used to analyze the data collected. Results revealed a significant positive relationship between male and female principals' management techniques for handling disciplinary problems. It also showed that there is a significant positive relationship between male and female principals' management techniques and their assessment of students' behavioural outcomes. It was recommended that there should be re-orientation by way of counselling to fight against manifested disciplinary problems. Also, there should be adequate funding. Teachers should be motivated in order to pay proper attention to the psychological and emotional needs of the students.

Nakpodia (2010) examined the usefulness of Human Resource Management in the administration of secondary schools in Nigeria. To guide the investigation the researcher adopted the descriptive survey design and raised research question and formulated one hypothesis in the study. A sample of fifty-six schools was selected from a total population of 278 schools in the Delta North Senatorial District through the stratified random sampling technique. In these fifty – six schools, there was a total of 5,315 staff from which a further

selection of 1,063 staff, representing 20% of the target population were the subject of the study. A questionnaire was used in collecting data which were analyzed using percentage and Z – test statistic. The result of the findings revealed that human resources undergo different forms of training. The result also revealed that there is a significance difference between the performances of human resources in relation to students’ academic performance. It was therefore concluded that school personnel should undergo training and attend regular workshops and seminars. Also that the performance of human resources have considerable effects on students’ academic performance. The researcher therefore recommended that the human resources in schools who are not trained professional staff should be advised to go for Post Graduate Diploma in Education to acquire teaching skills. They should be made to understand the importance of appropriate teaching methods for specific subject areas as they help the staff perform more effectively.

2.12 Summary

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

The unique thing about the study is that in all the study, it was obvious that, overcrowded classroom, poor time management and lack of learning materials are the major factors that constitute indiscipline in the class and poor classroom management and to enhance adequate classroom management techniques in secondary schools. There is need for the application of the following techniques; punishment; where student are made to suffer for inappropriate behaviour. It was also noted that implementation of punishment demands the highest degree of professionalism and responsibility on the part of the teacher, so as to effect the desired appropriate behaviour required by students.

The next is motivation; students are stimulated and encouraged in learning. It is believed that the higher the level of motivation, the greater the proportion of the time the learners will spend on task and the more effective learning will take place. When students are well motivated, some inappropriate behaviour will be dropped. Other techniques are rewards; students are encouraged to continue appropriate behaviours. These rewards are of two types: simple best reward and logical reward. It can also be seen as positive reward, where teachers use positive phrasing when students exhibit appropriate behaviours. The impact of reward in teaching and learning need adequate exhibition of skill of teacher's professionalism, other techniques are the impact of group participation and time management on teaching and learning. Group participation adopts strategies that help to keep students busy during teaching and learning. As they work together the teacher will have to guide against exhibition of inappropriate behaviour. As such rules guiding group activities must be developed and strictly followed. Finally, the teacher should be able to manage the time allocated for teaching and learning adequately as to avoid inappropriate behaviour from the students. It is believed that proper use of time is an essential technique of classroom management.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed the research design and methodology used by the researcher in collecting data of the study, consisting of research design, population of the study, sample and sampling techniques, instrumentation, validity of the instrument, pilot study, reliability of the instrument, administration of the instrument, method of data collection and method of data analysis.

3.2 Research Design

The study adopted the survey research design, considering the fact that the phenomenon was observed in natural setting. The research was set to find out how teachers use their various techniques to manage the behaviours of students in the classroom. This was done by measuring some variables. The survey approach seems to be appropriate design to this research, because it gives researchers the flexibility to test hypotheses and predict what will happen.

The teachers involved as the respondents were trained teachers. Here the researcher surveyed the views of teachers and principals in secondary schools on their opinions on impact of classroom management techniques on teaching and learning in secondary school in Federal Capital Territory, Abuja, Nigeria.

3.3 Population

This study covered the principals and teachers in public secondary schools in Federal Capital Territory, Abuja. There are 193 public secondary schools in F.C.T. with total population of 193 principals and 8,205 teachers with entire total population of 8,398.

Table 1: Population of the Schools, Principals, and Teachers of the Study.

S/N	Area Council	No of Schools	No of Principals	No of Teachers	Ground Total
1	Amac	73	73	3,547	
2	Bwari	30	30	1,680	
3	Gwagwalada	24	24	1,088	
4	Kuje	28	28	884	
5	Abaji	16	16	448	
6	Kwali	22	22	558	
Total		193	193	8,205	8,398

Source: Federal Capital Territory, Universal Basic Education Board (2016)

3.4 Sample and Sampling Techniques

A sample size of 120 teachers and 12 principals from the six area councils of F.C.T., Abuja was used for this study. This comprised of 20 teachers and 2 principals from each of the six area council of F.C.T Abuja, giving a total number of the sample size for the study as 132.respondents. Specifically, the random sampling technique was used in selecting the sample size from each of the schools for the study and the proportionate sampling procedure was also used in sampling the schools for the study.

Table 2: Summary of Distribution of Selected Secondary Schools.

S/N	Area Council	Name of Schools	No of Principals	No of Teachers	Total
1	Amac	JSS Airport	1	10	11
		G.S.S. Tudun Wada	1	10	11
2	Bwari	G.S.S. Bwari	1	10	11
		JSS Bwari I	1	10	11
3	Gwagwalada	JSS Phase III	1	10	11
		GDSS Gwagwalada	1	10	11
4	Kuje	G.S.S. Kuje	1	10	11
		J.S.S. Pasali	1	10	11
5	Abaji	J.S.S. Abaji	1	10	11
		G.S.S. Abaji	1	10	11
			1	10	11
6	Kwali	JSS Bako	1	10	11
		G.S.S Kwali	1	10	11
Total			12	120	132

3.5 Instrumentation

The instrument used in this is structured questionnaire developed by the researcher. The questionnaire management techniques on teaching and learning in Secondary Schools in Federal Capital Territory Abuja, Nigeria (ICMTTLSS) was meant to elicit information from principals and teachers.

The questionnaire has 25 items statement used for this study; has 5 units, each unit contain 5 questions on impact of classroom management techniques on teaching and learnings in secondary schools in Federal Capital Territory, Abuja. The Likert Scale ranging of Strongly Agreed (SA), Agreed (A), Undecided (U), Disagree (D), Strongly Disagreed (SD) were used to obtain raw data from the respondents.

3.5.1 Validity of Instrument

To determine the degree to which the instrument measured accurately what it was expected to measure, content validity approaches were adopted to ascertain the validity. This allowed other competent assessors to assess the contents and items included in the questionnaire. The validity of this instrument, and also its applicability to the sample of this study, the research instrument was validated by experts in educational administration and planning for content validity. Their suggestions were used for the correction of the instrument. After the correction they certify the validity of the instrument before it was finally administered.

3.5.2 Pilot Test

The pilot test of test, retest of two weeks interval was conducted outside the sample study area in two area councils of F.C.T, Abuja. The pilot study used 60 teachers and 6 principals from the schools. This is to help the researcher get acquainted with the procedure involved in the administration, collection and analysis of data, and to determine the reliability, adequacy, consistency in the questions and opinions of the subjects. The returned questionnaires were subjected to Cronbach-Alpha to determine the reliability of the instrument using SPSS version 23.

3.5.3 Reliability of the Instrument

In establishing the reliability of the instrument used for the study, a pilot test was conducted. The result of the pilot study tested how reliable the instrument was, and ensured good instruction of the items in the questionnaire. The result of the study showed that $r = 0.784$. This coefficient was considered high enough to make the instrument reliable and consistent. This was in line with Abbas (2009) statement that a correlation that is close to one is reliable.

3.6 Procedure for Data Collection

The researcher obtained an introduction letter from the Head of Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria and Federal Ministry of Education Abuja.

The letters assisted the researcher to obtain permission to administer the questionnaire to the respondents. The copies of structured questionnaire were administered by the researcher and one research assistant.

3.7 Methods of Data Analysis

The data from the questionnaire were analyzed using percentage, descriptive and inferential statistics which were rated and coded for the analysis using Statistical Package for Social Science (SPSS) version 23. The Simple percentage and chart were used in analyzing the bio-demographical data of the respondents while mean and standard deviation were used in answering the research questions. The inferential statistics: t-test independent sample was used to test the six hypotheses at 0.05 level of significant.

CHAPTER FOUR
RESULTS AND DISCUSSION

4.0 Introduction

The chapter presents the results of this study. The chapter deals with the presentation and analysis of data as well as the discussion of the findings. The main contents therefore include results of analysis of the socio-demographic variables of the respondents, research questions, hypotheses testing and discussion of the findings respectively.

4.1 Data Analysis

4.1.1 Analysis of Research Questions

Research Question One? What is impact of punishment on teaching and learning in secondary schools in FCT, Abuja?

Table 3: Opinions of Respondents on the Impact of Punishment on Teaching and Learning in Secondary Schools in FCT, Abuja, Nigeria

S/N	Statement	SA 5	A 4	U 3	D 2	SD 1	Mean \bar{x}	Decision
1	Sending students to time out classroom for ten minutes make them remain on their seat	69	26	2	31	4	3.92	Accepted
2	Students ensured completion of tasks to avoid being punished	59	36	1	19	17	4.14	Accepted
3	Additional homework made students stop bullying others	65	27	5	15	20	3.77	Accepted
4	Punishment helps maintain order during lessons	56	37	2	18	19	4.08	Accepted
5	Fine restrict noise making during lessons	23	72	6	18	13	3.57	Accepted

The analysis in table 3 shows that item 1, 2, 3, 4, and 5 responses are accepted with the means of respondent agreement 3.12, 4.14, 3.77, 4.08, and 3.57 respectively. This indicates that Sending students to time out classroom for ten minutes make them remain on their seat, Students ensured completion of tasks to avoid being punished, additional homework

made students stop bullying others, punishment helps maintain order during lessons, and fine restrict noise making during lesson are the impact of punishment on teaching and learning.

Research Question Two: Is there impact of motivation on teaching and learning as applied by teachers in secondary schools in FCT, Abuja?

Table 4: Opinions of Respondents on impact of motivation as applied by teachers in Secondary Schools in FCT, Abuja, Nigeria

S/N	Statement	SA (5)	A (4)	U (3)	D (2)	SD (1)	Mean \bar{x}	Decision
1	Calling students by name during lessons make them concentrate and attend to their work on time	25	62	7	27	11	3.48	Accepted
2	By making the beginning of the lesson interesting students participate actively in class activities.	88	44	-	-	-	4.67	Accepted
3	Verbal praise make students to avoid lateness to class	54	57	7	6	8	4.08	Accepted
4	Motivation increases initiatives and participation in activities during lesson	59	52	4	11	6	4.11	Accepted
5	Students always make concerted effort to truly understand classroom materials, their meaning and usefulness when they are motivated.	63	46	2	10	11	4.06	Accepted

The analysis in table 4 shows that Item 1, 2, 3, 4, and 5, with the mean of 3.48, 4.67, 4.08, 4.11 and 4.06 respectively are accepted because their means are above the criterion mean of 3.00. This indicate that calling students by names during lessons does not make them concentrate and attend to their work on time, making the beginning of the lesson interesting students participate actively in class activities, verbal praise make students to avoid lateness to class, motivation increases initiatives and participation in activities during lesson, and

students always make concerted effort to truly understand classroom materials, their meaning and usefulness when they are motivated are the impact of motivated.

Research Question Three: Is there impact of reward on teaching on teaching and learning in secondary school in FCT, Abuja?

Table 5: Opinions of Respondents on Impact of Reward on Teaching and Learning in Secondary Schools in FCT, Abuja, Nigeria

S/N	Statement	SA (5)	A (4)	U (3)	D (2)	SD (1)	Mean \bar{x}	Decision
1	Simple praise makes students participate actively in class activities	48	46	3	23	12	3.72	Accepted
2	Clapping of hands to students encourage them to answer questions in class	42	50	1	11	28	3.51	Accepted
3	Standing near trouble student during lesson make them calm	49	47	6	13	17	3.74	Accepted
4	Acknowledging students efforts during lesson	43	57	1	9	22	3.68	Accepted
5	Ordering students to leave the class does not reduce the rate of disobedience during lesson	8	23	9	45	47	2.24	Rejected

The analysis in table 5 above shows item 1, 2, 3, and 4 with the mean response of 3.72, 3.51, 3.74, and 3.68 respectively are accepted while item 5 with the mean of 2.24 is rejected because the mean is below 3.00. This indicates that Simple praise makes students participate actively in class activities, clapping of hands to students encourage them to answer questions in class, standing near a trouble students make them calm during lesson, acknowledging students' efforts during lesson and ordering students to leave classroom reduces the rate of disobedience during lessons.

Research Question Four: Is there impact of group participation on teaching and learning in secondary schools in FCT, Abuja?

Table 6: Opinions of Respondents of Teachers on Impact of Students Group Participation in Secondary Schools in FCT, Abuja, Nigeria

S/N	Statement	SA (5)	A (4)	U (3)	D (2)	SD (1)	Mean \bar{x}	Decision
1	Students like learning activities that will enable them work in group	45	50	8	16	13	3.74	Accepted
2	Students do have strong feeling of satisfaction when they are totally involved in group achievement	68	34	2	11	17	3.95	Accepted
3	Students participate more in learning when working in group	40	50	11	22	9	3.68	Accepted
4	Group participation does not guaranty individual learning	15	28	4	49	36	2.52	Accepted
5	I like students attitude toward carrying a task in group because they are always ready to exchange ideas	44	44	14	23	7	3.72	Accepted

The analysis of table 6 shows that item 1, 2, 3, and 5 responses are accepted with means of 3.74, 3.95, 3.68 and 3.72 respectively. Item 4 with the mean of 2.52 is accepted because the mean for the item is less than 3.00 of the criterion mean. This indicates that students like learning activities that will enable them work in group, they do have strong feeling of satisfaction when they are totally involved in group achievement, and participate more in learning and also guaranty individual learning.

Research Question Five: What are the factors of time management affecting teaching and learning in secondary schools in FCT, Abuja?

Table 7: Opinions of Respondents of Teachers on Time Management in Secondary Schools in FCT, Abuja, Nigeria

S/n	Statement	SA (5)	A (4)	U (3)	D (2)	SD (1)	Mean	Decision
1	I start my day by setting priorities among the most important tasks	66	33	5	23	4	4.00	Accepted
2	I plan for my students before they enter the class room to avoid distraction during lesson	78	52	1	1	-	4.57	Accepted
3	I strategically plans students home work as repetitive practice is better suited for the home environment	69	60	3	-	-	4.50	Accepted
4	I do mark students assignment	41	53	4	16	18	3.63	Accepted
5	I set time to focus on the needs of students and parents	46	43	3	21	19	3.58	Accepted

The analysis of table 7 shows that item 1, 2, 3, 4, and 5 with the mean of 4.00, 4.57, 4.50, 3.63, and 3.58 respectively are accepted because their individual mean is greater than the criterion mean of 3.00. This indicates that starting a day by setting priorities among the most important tasks, planning before entering the class room to avoid distraction during lesson, strategically plans students home work as repetitive practice that is better suited for the home environment, do mark students assignment, and setting time to focus on the needs of students and parents are the time management factors affecting teaching and learning.

4.1.2 Hypotheses Testing

In this section all results and outcome of the null hypothesis raised and tested in line with the objectives of this study were summarized and presented. Data obtained as responses from the respondents (principals and teachers) from the questionnaire administered was tested. The test of hypothesis was carried out using inferential statistics. This was determined at 0.05 level of significance and statistical package for social science (SPSS) was used to analyze the data. Five hypotheses were tested and acceptability or rejection of each null

hypothesis was determined by comparing the t-calculated value against the t-critical value.

Hypotheses was therefore rejected if the t-calculated value is more than the t-critical value.

Hypothesis One: There is no significant difference in the opinions of teachers and principals on the impact of punishment on teaching and learning in secondary schools in FCT, Abuja.

The result of the t-test analysis for independent sample as regards the above hypothesis is presented in table 8.

Table 8: Summary of Inferential Statistics on the Impact of Punishment on teaching and learning in secondary schools in FCT, Abuja – Nigeria

Variable	Number	Mean	Mean difference	Standard Deviation	Degree of freedom	t-Cal	t-Critical	Sig(2-tailed)
	N	\bar{X}	\bar{X}_D	SD	DF		$\alpha=0.05$	P
Teacher	120	18.56		2.278				
Principal	12	20.00	1.44	2.000	130	2.111	1.960	.037

* Significant at $p < 0.05$

The analysis on table 8 showed that the calculated t-value of 2.111 of the opinions of teachers and principals was more than the critical value of 1.960. This result is further strengthened with the 2-tailed significance value (p) of $0.037 < 0.05$ level of significance. Therefore the null hypothesis was rejected at $p < 0.05$. The t-test revealed a statistical reliable difference between the opinion of teachers and principals. This implies that there is a significant difference between the opinions of teachers and principals on the impact of punishment on teaching and learning in secondary schools.

Hypothesis Two: There is no significant difference in opinions of teachers and principals on the impact of motivation on teaching and learning in secondary schools in FCT, Abuja.

The result of the t-test analysis for independent sample as regards the above hypothesis is presented in table 9.

Table 9: Summary of Inferential Statistics on the Impact of Motivation on teaching and learning in secondary schools in FCT, Abuja – Nigeria

Variable	Number	Mean	Mean difference	Standard Deviation	Degree of freedom	t-cal	t-cri.	Sig(2-tail)
	N	\bar{X}	\bar{X}_D	SD	DF		$\alpha=0.05$	P
Teacher	120	18.53		1.763				
Principal	12	19.58	1.05	.996	130	2.026	1.960	.045

* *Not significant at $p > 0.05$*

The result in table 9 showed that the calculated t-value of 2.026 of the opinions of teachers and principals was more than the critical value of 1.960. This result is further strengthened with the 2-tailed significance value (p) of $0.045 < 0.05$ level of significance. The decision was to reject the null hypothesis at $p < 0.05$. The independent t-test revealed a statistical reliable difference between the opinion of teachers and principals. This implies that there is a significant difference between the opinions of teachers and principals on the impact of motivation on teaching and learning in secondary schools.

Hypothesis Three: There is no significance difference in the opinions of teachers and principals on the impact of reward on teaching and learning in secondary schools in FCT, Abuja.

The result of the t-test analysis for independent sample as regards the above hypothesis is presented in table 10.

Table 10: Summary of Inferential Statistics on the Impact of Reward on teaching and learning in secondary schools in FCT, Abuja – Nigeria

Variable	Number	Mean	Mean difference	Standard Deviation	Degree of freedom	t-Cal	t-Cri	Sig(2-tailed)
	N	\bar{X}	\bar{X}_D	SD	DF		$\alpha=0.05$	P
Teacher	120	18.78	1.133	2.524	130	1.489	1.96	.139
Principal	12	19.92		2.394				

* *Not significant at $p > 0.05$*

The analysis in table 10 showed that the t-calculated value of 1.489 of the opinions of teachers and principals was less than the critical value of 1.960. This result is further strengthened with the 2-tailed significance value (p) of 0.139 > 0.05 of significance resulting in the decision to accept the null hypothesis at $p > 0.05$. The independent t-test failed to reveal a statistical reliable difference between the opinion of teachers and principals. This implies there is no significance difference in the opinions of teachers and principals on the impact of reward on teaching and learning in secondary schools.

Hypothesis Four: There is no significant difference in the opinions of teachers and principals on the impact of classroom participation on teaching and learning in secondary schools in FCT, Abuja.

The result of the t-test analysis for independent sample as regards the above hypothesis is presented in Table 11.

Table 11: Summary of Inferential Statistics on the Impact of Classroom Participation on teaching and learning in secondary schools in FCT, Abuja – Nigeria

Variable	Number	Mean	Mean difference	Standard Deviation	Degree of freedom	t-cal	t-cri	Sig(2-tailed)
	N	\bar{X}	\bar{X}_D	SD	DF		$\alpha=0.05$	P
Teacher	120	19.17	1.33	2.363	130	1.849	1.960	.067
Principal	12	20.50		2.576				

* *Not significant at $p > 0.05$*

The results in table 11 showed that the t-calculated value of 1.849 of the opinions of teachers and principals was less than the critical value of 1.960. This result is further strengthened

with the 2-tailed significance value (p) of 0.067 >0.05 level of significance resulting in the decision to accept the null hypothesis at p >0.05. The independent t-test failed to reveal a statistical reliable difference between the opinion of teachers and principals. This implies there is no significant difference in the opinions of teachers and principals on the impact of classroom participation on teaching and learning in secondary schools.

Hypothesis Five: There is no significant difference in the opinions of teachers and principals on the impact of time management on teaching and learning in secondary schools in FCT, Abuja.

The result of the t-test analysis for independent sample as regards the above hypothesis is presented in Table 12.

Table 12: Summary of Inferential Statistics on the Impact of Time Management on Teaching and Learning in secondary schools in FCT, Abuja – Nigeria

Variable	Number	Mean	Mean difference	Standard Deviation	Degree of freedom	t-cal	t-crit	Sig(2-tailed)
	N	\bar{X}	\bar{X}_D	SD	DF		$\alpha=0.05$	P
Teacher	120	19.57	.767	2.218	130	1.139	1.960	.257
Principal	12	20.33		2.270				

* *Not significant at p > 0.05*

In table 12, the t-calculated value of 1.139 of the opinions of teachers and principals was less than the critical value of 1.960. This result is further strengthened with the 2-tailed significance value (p) of 0.257 >0.05 level of significance resulting in the decision to accept the null hypothesis at p >0.05. The independent t-test failed to reveal a statistical reliable difference between the opinion of teachers and principals. This implies there is no significant difference in the opinions of teachers and principals on the impact of time management on teaching and learning in secondary schools.

Hypothesis Six: there is no significance difference in the opinions of teachers and principal on the impact of classroom management techniques on teaching and learning have any implication to educational managers in secondary school in FCT Abuja, Nigeria.

The result of the t-test analysis for independent simple as regards the above hypothesis is presented in table 13.

4.2 Summary of Hypotheses Testing

This section present the summary of the entire null hypothesis tested in the course of this study.

Table 13: Summary of Hypotheses Tested

S/N	Hypothesis Statement	Statistical Tools used	Result	Level of significant	Decision
H0 ₁	There is no significant difference in the opinions of teachers and principals on the impact of punishment on teaching and learning in secondary schools in FCT, Abuja;	Inferential Statistical	t-cal. is 2.11 while t-critical is 1.960 at 0.05 level of sig.	0.05	Rejected
H0 ₂	There is no significant difference in opinions of teachers and principals on the impact of motivation on teaching and learning in secondary schools in FCT, Abuja;	Inferential Statistical	t-cal. is 2.026 while t-critical is 1.960 at 0.05 level of sig.	0.05	Rejected
H0 ₃	There is no significance difference in the opinions of teachers and principals on the impact of reward on teaching and learning in secondary schools in FCT, Abuja;	Inferential Statistical	t-cal. is 1.489 while t-critical is 1.960 at 0.05 level of sig.	0.05	Retained
H0 ₄	There is no significant difference in the opinions of teachers and principals on the impact of classroom participation on teaching and learning in secondary schools in FCT, Abuja;	Inferential Statistical	t-cal. is 1.859 while t-critical is 1.960 at 0.05 level of sig.	0.05	Retained
H0 ₅	There is no significant difference in the opinions of teachers and principals on the impact of time management on teaching and learning in secondary schools in FCT, Abuja; and	Inferential Statistical	t-cal. is 1.139 while t-critical is 1.960 at 0.05 level of sig.	0.05	Retained

4.3 Summary of Major Finding

1. The study revealed that: punishment helped students to remain on their seats, and maintain order in the classroom during teaching and learning in secondary schools in Federal Capital territory, Abuja – Nigeria;
2. Motivation increased students' initiatives and actively participated in classroom activities in secondary schools in Federal Capital territory, Abuja – Nigeria;
3. Rewards encouraged students' punctuality and participated answering of questions during teaching and learning in secondary schools in Federal Capital territory, Abuja – Nigeria;
4. Students group participation promoted exchange of ideas among the students and satisfaction when they were totally involved in groups achievement secondary schools in Federal Capital territory, Abuja – Nigeria; and
5. Time management helped the teachers in setting priorities among the important task to performed in order avoid distraction during teaching and learning in secondary schools in Federal Capital territory, Abuja – Nigeria;

4.4 Discussion of the Findings

The results of the study from research question one reveals that punishment affects teaching and learning. It was gathered that Sending students to time out classroom make them remain on their seat, and also make students ensured completion of tasks, and helps maintain order during lessons. Punishment help to shop unwanted behavior in the classroom management. This finding agreed with assertion of Savange (1999) who noted that punishment can be effective in stopping unwanted behaviour. However, he also assert that the use of punishment may also have several undesirable side effects. This is in conformity with Sara Kwane (2007) asserts that, punishment demands the highest degree of professionalism

and responsibility on the part of the teacher. The teacher must act on behalf of the parents, in the best interests of the child.

The findings from research question two which seek to examine the impact of motivation, revealed that students attend to their work on time and participate actively in class activities, if the teacher makes the beginning of the lesson interesting. Verbal praise make students avoid lateness and more so increases initiatives, participation in activities during lesson, and always enable them to make concerted effort to truly understand classroom materials, their meaning and usefulness. This finding is in consonance with Callahan and Clack (1988) who asserts that motivation is the key to effective classroom management and consequently to effective students classroom learning. Pratt (1980) had the notion that student motivation is of central concern in curriculum development as higher the level of motivation the better the implementation of the curriculum and the greater the proportion of time the learners will spend on task and the more efficient the learning will be.

Research question three seeks to examine the impact of reward on teaching on teaching and learning in secondary school in FCT, Abuja. The findings revealed that Simple praise makes students participate actively in class activities ($\bar{X}=3.72$), clapping of hands to students encourage them to answer questions in class ($\bar{X}=3.51$), standing near a trouble students make them calm during lesson ($\bar{X}=3.72$), acknowledging students efforts make them to be punctual in school ($\bar{X}=3.68$) and ordering students to leave classroom reduces the rate of disobedience during lessons ($\bar{X}=3.24$). Since the cumulative mean of all the items is greater than 3.0 used as the criterion mean or decision rule, it implies that rewards have impact on teaching and learning in secondary schools in Abuja. This is in line with the view of Ahmadreza et al. (2016) that rewards can be used as agents of motivation, efficiency, toward efforts and learning.

The findings from research question four which seeks to examine the impact of group participation on teaching and learning in secondary schools in FCT, Abuja. The findings revealed that students like learning activities that will enable them work in group ($\bar{X} = 3.74$), they do have strong feeling of satisfaction when they are totally involved in group achievement ($\bar{X} = 3.95$), and they participate more in learning ($\bar{X} = 3.68$) and it also guaranty their individual learning ($\bar{X} = 3.72$). Group participation activities help students to perform better academically. These are in line with the views of Davis, (1993) who suggests that students learn best when they are actively engaged in the process.

Research question five seek to determine the factors of time management affecting teaching and learning in secondary schools in FCT, Abuja. The findings revealed that starting a day by setting priorities among the most important task ($\bar{X} = 4.00$), plan before entering the class room to avoid distraction during lesson ($\bar{X} = 4.50$), strategically plans students home work as repetitive practice that is better suited for the home environment ($\bar{X} = 4.57$), do not pile students assignment ($\bar{X} = 4.50$) and set time to focus on the needs of students and parents ($\bar{X} = 3.63$) were identified as time management factors affecting teaching and learning.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter deals with the summary of the findings of the study, conclusion drawn from the study, recommendations made based on the findings and suggestions for further studies respectively.

5.2 Summary

This study investigated the Impact of Classroom Management Techniques on Teaching and Learning in Secondary Schools in Federal Capital Territory Abuja, Nigeria. The aim of the study was to examine the impact of Impact of punishment, motivation, reward, group participation and time management Techniques on Teaching and Learning in Secondary Schools. Five research objectives, research questions, hypotheses, basic assumption were raised for the study and also significance and scope of the study. The study identifying, determining and ascertaining the extent by which the various classroom management techniques had enhanced effective teaching and learning under the study area. Literatures related to the topic were also reviewed.

Descriptive survey method was adopted for the study and the population of the study comprised 8,398 principals, teachers and ministry of education officials. A stratified random sampling of 12 principals and 120 teachers used in the study and data were collected using a researcher designed questionnaire.

The data gathered were analyzed using inferential statistical and hypotheses tested at 0.05 of significance. The findings revealed among others that that punishments helped students to remained on their seats and maintain order in the classroom during Federal

Capital Territory, Abuja, Nigeria and motivation increased students initiatives and participated actively in classroom activities in secondary schools in FCT, Abuja – Nigeria.

5.3 Conclusions

The research sought to find out the Impact of Classroom Management Techniques on Teaching and Learning in Secondary Schools in Federal Capital Territory Abuja, Nigeria: Implication to Educational Managers. The responses of the three categories of respondents were collected to determine the classroom management techniques on teaching and learning in public secondary schools. The study concludes as follow:

1. It was discovered from the study, that punishment techniques helped students to remain on their seats and also maintain order in the classroom for effective teaching and learning in secondary schools in FCT, Abuja – Nigeria.
2. The result of the findings of the study showed that motivation techniques increased students initiatives and actively participated in classroom activities which help in achievement of goals in secondary schools in FCT, Abuja – Nigeria.
3. It was revealed that, rewards techniques encouraged students punctuality and actively participated in answering questions in the classrooms during teaching and learning in secondary schools in FCT, Abuja – Nigeria.
4. It was discovered that respondents were at the opinions that students group participation techniques promote exchange of ideas among the students and satisfaction as they were involved in group achievement in teaching and learning in secondary schools in FCT, Abuja – Nigeria.
5. It could be concluded from the finding that time management techniques have impact on the teachers which helped them in deliciously used of time and set priorities among the important tasks to be perform in the secondary schools in FCT, Abuja.

5.4 Recommendations

Based on the findings of this study, the following recommendations were made:

1. Government, stakeholders, policy makers and school management should provide different punishment strategies that will cause positive change in students' behaviours and effective teaching and learning in our secondary schools.
2. School management and teachers should ensure that different motivation techniques were implemented in secondary schools to promote, effective teaching and learning in schools.
3. Government, stakeholders and school management should ensure that materials for rewards techniques were made available in schools to enable the teachers to be able to use them in bursting the students' moral to learn.
4. Teachers should be trained and retrained through workshop/seminars on the use of group participation learning strategies in secondary schools FCT, Abuja.
5. School management should ensure that teachers time management are adequately utilize for effective teaching and learning in the classroom.

5.5 Suggestions for Further Studies

The following areas have been identified as important to be studied by future researchers who may want to conduct studies related to this field:

- i. Effects of physical punishment on student gender, attitude and achievement in secondary schools in F.C.T, Abuja.
- ii. An Assessment of the challenges facing the implementation of discipline in private and public secondary schools in F.C.T, Abuja.
- iii. Effects of intrinsic and extrinsic rewards on students' attitude, motivation and achievement in senior secondary schools.
- iv. Effects of group participation on students' achievement and retention of knowledge.

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APPENDIX

QUESTIONNAIRE

School of Post graduates
Faculty of Education,
Ahmadu Bello University, Zaria

Dear Sir/Madam

I am a student of Post Graduate School, Ahmadu Bello University Zaria. I am currently undertaking a research on "Impact of Classroom management Techniques on Teaching and learning in Secondary Schools in F.C.T, Abuja, Nigeria.

As part of the study, I need to collect information about classroom management Techniques on Teaching and learning and their impacts in Secondary Schools in FCT, Abuja, Nigeria.

All information provided will treated confidentially and will be used for academic purpose only. Please provide your responses as indicated on the questionnaire.

Thank you for your cooperation.

DaudaAsabe
(Researcher)

**QUESTIONNAIRE ON THE IMPACT OF CLASSROOM MANAGEMENT
TECHNIQUES ON TEACHING AND LEARNING IN SECONDARY SCHOOLS IN
FEDERAL CAPITAL TERRITORY, ABUJA, NIGERIA.**

Instructions: Please read the questionnaire below carefully and tick the option that corresponds to your opinion whether you Agree (A), Strongly Agree (SA), Disagree (D) or Strongly Disagree (SD).

S/N	Statements	Ratings				
		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
	Impact of punishment on teaching and learning in schools					
1.	By sending students to time out classroom for 10 minutes period seclusion makes them remain on their seats during lessons					
2.	They make sure they complete their tasks to avoid being punished by asking them to remain in class during break time					
3.	Additional home works makes students stop bullying others after school					
4.	Punishments help maintain order during and after lessons					
5.	Fine restrict noise making during and after lessons					
	Impact of motivation on teaching and learning in schools					

6.	Calling students by names during lessons makes them to concentrate and attend to their work on time					
7.	By making the beginning of the lesson interesting, students participate actively in class activities					
8.	Verbal praise makes students to avoid lateness to class					
9.	Motivation increases initiation and persistence in activities during and after class					
10.	They always make concerted efforts to truly understand classroom materials, to learn its meaning fully and consider how they might use it in their own lives					
11.	Simple praise makes students participate actively in class activities					
12.	Clapping of hands improves students' abilities to answer questions in class					
13.	Standing near the trouble maker in class makes students believe themselves during and after lesson					
14.	Acknowledging their efforts makes them to be punctual in school and improve their abilities to help others					

15.	Ordering students to leave the class has reduced the rate of disobedience during and after					
Impact of group participation on teaching and learning in schools						
16.	They learn more how to share their responsibilities when working in group					
17.	They often have a strong feeling of satisfaction when they are totally involved in group achievement					
18.	They often like learning activities in which they work together in group and do the assigned work easily					
19.	I like their attitude towards doing a task in group because they are readier than me to exchange ideas					
20.	I monitor the group carefully, paying more attention to the less proficient group.					
Impact of time management on teaching and learning in schools						
21.	They start their day by setting priorities and organizing at around the most important task					

22.	I strategically plan their home work as repetitive practice is better suited for the home environment.					
23.	They avoid piling on loads of assignments and try to knock out batches at a time.					
24.	I plan for my students before they enter the classroom to avoid distracting during lesson.					
25.	I set aside personal time to focus on the needs of students and parents.					