

**APPRAISAL OF STAKEHOLDERS' PERCEPTIONS ON APPLICATION OF
CLASSROOM MANAGEMENT TECHNIQUES IN UPPER BASIC SCHOOLS
IN NORTH-CENTRAL ZONE, NIGERIA**

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JANUARY, 2020

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**A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,
AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF DOCTOR OF PHILOSOPHY (PhD),
IN EDUCATIONAL ADMINISTRATION AND PLANNING**

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

JANUARY, 2020

DECLARATION

I, Bukky KESTON, hereby declare that this Thesis titled, APPRAISAL OF STAKEHOLDERS' PERCEPTIONS ON APPLICATION OF CLASSROOM MANAGEMENT TECHNIQUES IN UPPER BASIC SCHOOLS IN NORTH-CENTRAL ZONE, NIGERIA, was written by me, that this piece of work has never been presented before for the award of any higher degree. All sources of information used have been duly acknowledged in the reference section.

Bukky KESTON

Date

CERTIFICATION

This Thesis titled APPRAISAL OF STAKEHOLDERS' PERCEPTIONS ON APPLICATION OF CLASSROOM MANAGEMENT TECHNIQUES IN UPPER BASIC SCHOOLS IN NORTH-CENTRAL ZONE, NIGERIA by Bukky KESTON, meets the regulations governing the award of Degree of Doctor of Philosophy (Educational Administration and Planning) of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This thesis is dedicated to my late parents Engr. & Mrs. Samuel Adedoyin, for their unrelenting effort.

ACKNOWLEDGEMENTS

First, the researcher is sincerely grateful to Almighty God who gave her the life, wisdom, knowledge, physical and mental ability to start and to reach the apex of this work. This work will not be complete without recognizing those who contributed immensely to its success, but most especially the team of supervisors; To Prof. B.A Maina, thank you for your intellectual and academic input to make the researcher's work what it is. Your fatherly advice will ever be cherished. To Dr. A.M. Jumare, the researcher will never forget your helpful corrections and your thoroughness in ensuring that the researcher ends up with a work that she can be proud of. Thank you Dr. (Mrs.) R.S. Ahmed for your invaluable contribution and helpful advice.

The researcher's work will not be complete without recognizing a caring mother, an intellectual giant Dr. A.A. Igunnu who was part of this work from the beginning and almost to the end. This acknowledgement will not be complete without recognizing the Head of Department, Dr. M.I. Harbau, an amiable and kind hearted person, your desire to see all your students graduate on time is second to none, thank you so much for being there for all of us. Thank you so much Dr. (Mrs.) F.A Kera for your constant encouragement to work hard and be focused.

The researcher is also indebted to the lecturers in the Department of Educational Foundations and Curriculum Prof. R. Bako, Prof. H.O. Yusuf, Prof. A. Guga, Dr. J.O. Egbebi, the researcher is also grateful to Professor (Mrs.) J.O Otu, Dr. B. Ajibola (Mrs), Dr. Z. Suleiman, Dr. M.S Husiani, Dr. A.H Jega, Mal. Surajo Magaji, Mal. Abubakar and all the none academic staff members in the Department; Alh. Mailafiya, Baba Sanusi, Mallam Musa, Madam Mercy Onwusoronyeh who assisted the researcher in overcoming the challenges of the work.

Finally, the researcher must not fail to acknowledge and thank her husband Prof. Keston Aliyu Odiwo and her children, Amabel and Japhet. Also not to be forgotten are the researcher's siblings; Olumide Adedoyin and others for their moral and financial assistance, thereby making it possible for the researcher to complete the programme in this prestigious institution. To Mrs. Florence Anibasa, thank you so much. All the researcher's classmates are also appreciated.

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ACRONYMS AND ABBREVIATION

CMS	Classroom Management Strategy
ANOVA	Analysis of Variance
RMT	Reward and Management Technique
UBSS	Upper Basic Secondary Schools
NCZN	North-Central Zone of Nigeria
SA	Seating Arrangement
TMT	Time Management Technique
CRR	Classroom Rules and Regulations
RMT	Reward Management Technique
NCE	Nigeria Certificate in Education
B.Ed/B.SEd	Bachelor of Education/Bachelor of Science Education
M.Ed/MSc Ed	Master of Education/Master of Science Education
MOE	Ministry of Education
DEFC	Department of Educational Foundations and Curriculum
POS	Perceptions of Stakeholders
FCT	Federal Capital Territory
Ph.D.	Doctor of Philosophy
GTCM	Gordon's Theory of Classroom Management
WWII	World War Two
CRF	Continuous Reinforcement Schedules
RTP	Responsible Thinking Process
TET	Teacher Effectiveness Training
SPMTQ	Stakeholders' Perceptions on Management Techniques Questionnaire

OPERATIONAL DEFINITION OF TERMS

- Management:** is the art of directing or organizing the work of a company or organization. Management could also be described as a service activity through which the fundamental objectives of an educational system can be realized.
- Techniques:** Various methods used in classroom management such as reward, punishment, etc.
- Classroom Management:** Activities that the teachers use to promote appropriate students' behaviour and eliminate inappropriate students' behaviour.
- Rewards:** Are incentives which incite, inspire and promote individual or collective desire for learning.
- Classroom Seating Arrangement:** Arrangement of seats in different ways either in rows, semi-circle or cluster form.
- Student Participation:** Students being actively involved in classroom or group projects and assignments.
- Punishment:** A procedure used to manage students' inappropriate behaviour.
- Time Management:** It enables all activities to run smoothly in the school.
- Class Rules:** Guided routine used to maintain orderliness and discipline in the class.
- Communication:** It is a means by which the teacher conveys messages to the students to facilitate teaching and learning.
- Stakeholders:** The group of respondents who are principals, teachers and supervisors.
- Perceptions:** Respondents views on the subject matter.
- Appraisal:** Assessment of stakeholders (Principals, teachers and supervisors) views on the application of classroom management techniques.

ABSTRACT

This study was carried out to appraise the Stakeholders' Perceptions on Application of Classroom Management Techniques in Upper Basic Schools in North-Central Zone, Nigeria. The study was carried out with seven objectives among which are to examine the perceptions of stakeholders on the application of reward management technique in upper basic schools in North-Central Zone, ascertain the stakeholders' perceptions on application of classroom seating arrangement management technique in upper basic schools in North-Central Zone, determine the stakeholders' perceptions on the application of classroom rules and regulations technique in upper basic schools in North-Central Zone, evaluate the stakeholders' perceptions on the application of classroom time management technique in upper basic schools in North-Central Zone among others. Seven research questions and hypotheses were raised in line with the objectives. Relevant literatures were reviewed on the key variables of the study. Descriptive research design was used in this study. The total population of the study was 66,432, consisting of 61,825 teachers, 3,187 principals and 1,420 supervisors. The sample size of 1034 which comprised 346 principals, 382 teachers and 306 supervisors was used for the study. The instrument used for the study was self-constructed structured questionnaire, tagged "Stakeholders' Perceptions on the application of Classroom Management Techniques (SPACMT)". The instrument was validated by the researcher's supervisors. Construct and content validity was used to validate the instrument. The instrument was pilot tested using test-re-test method and coefficient reliability index of 0.79 was obtained. The demographic data of the respondents were analyzed using frequency counts and percentages while mean and standard deviation were used to answer the research questions. All the seven hypotheses were tested using Analysis of Variance (ANOVA) at 0.05 level of significance. Findings from the study showed that, gifts such as exercise books and textbook were given to students as a form of reward. Also, symbolic rewards such as pinning up an excellent student's picture on the bulletin board for other students to see encouraged them to improve and learn better in upper basic schools, seats were arranged away from areas of distractions such as school field and shops to enable students concentrate on their lessons. Rules and regulations were stipulated earlier to curb deviant behaviours. Teachers did not spend much time on difficult areas of the course contents for proper understanding of concepts and this did not enhance students' learning in upper basic schools in North-Central Zone, Nigeria among others. In view of the findings, this study established that there is no technique for classroom management that will totally overcome students' behaviour problems if the teachers and other stakeholders do not provide an interesting, engaging programmes that could allow each student to become actively involved in the class activities and that teachers' responsibility to handle unpleasant behaviour in the classroom, set an example for students to see the necessity of behaving themselves. Recommendations were made which include among others that gifts such as exercise books and textbooks be given to students as reward; symbolic rewards such as pinning an excellent student's picture on the bulletin board for other students to see encourage them to improve in their academic pursuit. Government should provide adequate seats for students' comfort and the seats should be well arranged for teacher's mobility in the classroom. Policies that could allow teachers to make use of punishment, communication, rules and regulations as classroom management techniques should be encouraged, these will promote students' learning in upper basic schools in North-Central Zone, Nigeria.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The classroom is the focal point of attention in the implementation of educational goals, thus constituting an important issue as far as classroom management and organization are concerned. Classroom management is the most frequently addressed topic for teachers in service because a teacher's ability to effectively manage the classroom and to organize instructions are basic components of teaching and learning. Moreover, classroom management strategies have a strong potential to influence students' academic learning and achievement positively or negatively. They are of paramount importance to many teachers, especially novice teachers who are contemplating new instructional approaches for the first time.

Classroom management strategy is closely linked to issues of motivation, discipline and respect when it comes to the teaching and learning process. If students could be motivated to learn in the classroom, the fundamental problem on classroom discipline will be drastically reduced if not solved permanently during the teaching and learning process. Motivation energizes and directs the learners' attention, emotions and activities, teachers who are good managers create environments of motivation to arouse students' interests; guide them to behave well; and encourage them to learn effectively. The absence of motivation, however, accounts for why one student uses his free time to complete his homework, while another plays football; or why one student spends class time by drawing love pictures like a spear passing through a heart while another eagerly attends to the daily lessons. Nowadays, some high school students are observed bringing cell phones to classrooms and listening to music assisted by ear phones and even watching films which is against school rules and regulations. The Knowledge of a

learner's interests, needs and aspirations can be used to motivate and actively engage a learner to participate in the learning process.

Classroom management is linked with issues of reward and discipline. There are instances in the classroom that need the application of adequate classroom management techniques by the teacher. Sometimes, there are instances where students leave their class while the teacher is teaching. Some even chew gum, put their legs on desk or read other materials that have no bearing with what is being taught at that moment. There are also cases of a blatant refusal of students to participate in classroom activities or even comply with the teacher's instructions. All these put together border on the absence of poor execution of classroom discipline. In some secondary schools, where punishment exists, students are made to undergo one form of punishment or the other for their wrong doing with the hope that such a student will not repeat such wrong doing.

However, the technique of classroom management does not come like that; it is a product of teachers' instructional management skills, personality and experience. Most often than not, teachers have a unique way of setting up a classroom in ways that will facilitate learning so that they can manage the classroom environment. Successful classroom management requires the teacher to understand the unique nature of the classroom and his/her role as a teacher. The classroom is a complex environment which means that members of the classroom often differ in their ability and interest; invariably, the teacher may not be able to predict what will happen inside and outside the classroom.

A classroom without a teacher can change into a parliament, a jungle market or even a mixture of everything; gossip, eating, naughtiness, laughter and craziness. Once a teacher enters the classroom, there is always silence at its perfectness and everyone is busy with his assigned work provided the teacher is a professional one. In most cases, students' behaviour will always be that of students, once the teacher leaves, their true

identities are revealed. So a good classroom management is an important key to classroom success.

In managing a class, teachers must device means of curbing disruptive behaviours. To this end, punishment is expected to be seen as an essential form of managing a class. Teacher can ensure effective class management by introducing some forms of discipline which might not necessarily be flogging at all times, other forms of punishment can also be introduced. Though, punishment is seen as an undesirable, painful or a discomforting effect that results from misbehaviour, when properly used, it can have positive or negative effects on the students. Punishment is a controversial issue that demands the highest degree of professionalism and responsibility on the part of the teachers. When punishment is focused on every misbehaviour of a child, it may do little or nothing to help a child behave better in future. On this note, the application of classroom management techniques on disciplinary students' actions in the upper basic schools in North-Central zone, Nigeria cannot be over emphasized.

In the study, this variable may influence the perception of stakeholders on the application of the stated dependent variable. Extreme Punishment sometimes has negative or positive effect on students such as producing shame, guilt, anxiety and increased aggression. When selecting punishment technique; teachers are expected to start with less intensive intervention depending on the gravity of the offence. The researcher, is therefore, of the opinion that the use of punishment procedures to manage students' behaviour is an issue of growing debate regarding school discipline.

Effective classroom management is also tied to how well a teacher successfully manages time to achieve the desired goals. As such, time management technique guides a teacher through his lesson. This means that time management must be planned, organized, implemented and evaluated. Time management is the ability to create,

organize and utilize resources efficiently and effectively. Time is the greatest challenge to a teacher and the optimal utilization of time is a precious, unique, perishable and irreplaceable natural resource. Besides, the success of the teaching and learning process is also dependent on the organization of the class in relation to the seating arrangement. Thus, seating arrangement is the simplest form of classroom management technique because when the class is not overpopulated, it is easier for teachers to arrange the seats in a way that will enable the teacher's mobility in the class.

Setting up classroom rules may also enable the students to be fully aware of what is expected of them, such rules like no chewing gum, no fighting, no bullying, no use of bad language and no talking during lessons without raising hands. Such rules are expected to motivate students to behave well. Rules must therefore be consistent and prompt.

Similarly, one aspect of classroom management technique which cannot be ignored is the appropriate use of reward. Reward is an act that motivates a person to do something meaningful. Reward as an incentive incites, inspires and promotes the desire for the individual in learning. It also makes learning interesting to the students when referring to the concept of reward. It is important to distinguish between two basic orientations which are intrinsic and extrinsic motivational value. Intrinsic motivational patterns have been associated with high perceived ability and control.

Involving students in class activities is also a fundamental aspect of classroom management. As a technique, classroom participation is an essential area that must be given adequate attention because it is a process of ensuring the active participation of students in the teaching and learning process. Classroom participation involves the active participation of students in the class. This may be done through; group assignment, individual assignment and through random questioning.

However, one area that must not be overlooked in classroom management technique is the formulation of rules and regulations that guide behaviours and activities of students in the class. Rules should not be too many to the extent that students will not be able to follow. Few basic rules that are sufficient for the maintenance of order in a classroom are just sufficient. They are also expected to be sustained during teaching and learning situation. Rules and regulations should be explained to the students and they should also be told what is expected of them and what they are expected to do; this will ensure their active participation in the learning process.

The researcher is of the opinion that rules and regulations may be an important weapon in the hands of the teacher; what is important is to pick up the right ones that would help the teachers to manage the classroom without being harsh on the students and when enforcing the rules, attention should also be given to teaching pedagogy.

In the same vein, communication as a classroom management technique may equally influence the perceptions of stakeholders positively or negatively. As an important management technique, communication can be described as the flow of information from a source to a receiver. It is a kind of relationship, an interaction, the process by which messages are transferred from a source to a receiver. So in communication, the imparting, sharing or exchange of ideas, knowledge, and skills either by speech, writing or signs are emphasized. Communication as the soul of any institution or organization, most especially in schools and colleges, through which instructional ideas of teachers are disseminated to the learners in the classroom. It is the process of transmitting and exchanging ideas, feelings, and information through realization, symbols, writing and silence to create mutual understanding between the communicators, and the person being communicated to. For effective communication to take place without any form of barrier, individuals concerned must be up and doing. There must be

clear instructions that cut across all levels. Co-operation, therefore, should be everyone's watchword. In a nutshell, the researcher investigated likely factors of classroom management reward technique; classroom seating arrangement technique; classroom participation technique; classroom punishment technique; classroom time management technique; classroom rules and regulations technique; and classroom communication technique. The outcome(s) of the investigation of these techniques of class management may influence the perceptions of stakeholders on the application of classroom management technique in upper basic schools with a view to apprehending the potent characteristics of such techniques as employed in classroom teaching and learning.

1.2 Statement of the Problem

The purpose of good classroom management in the realization of the objectives of education cannot be over emphasized. This is fundamental because classroom management is the oil that lubricates and ensures the efficiency of teaching and learning process. As such, teachers whether new or experienced are supposed to be conversant with classroom management techniques. However, this is not the case in many upper basic schools in North-Central Zone, Nigeria where teachers, both old and new, hardly make use of classroom management techniques and deviant behaviours are mostly seen among learners. This is quite disturbing, and has become a matter of serious concern to all educational bodies and managers in the classroom because teenagers in their teenage years are difficult to manage (this is between the age of 10-14 in upper basic school) and are becoming more capable of doing things that could bring about deviant or destructive behaviours in the classroom such as passing notes to one another, sleeping, drawing funny cartoons, stoning one another with wrapped papers, distracting others, to mention but a few.

The absence or near absence of employing classroom management techniques has perhaps made teaching and learning problematic, brought chaos into the classroom environment, made the acquisition of skills almost impossible and rendered management and planning in the class almost impossible among others, hence the in-dispensation of adequate classroom management techniques. For instance, teachers are expected to spell out rules and regulations that are required during teaching and learning process and also encourage the learners to fashion out rules and regulations that will guide their conduct in the classroom at the beginning of the term. When such rules are not formally impressed on students, it creates loopholes for students to subvert rules governing classroom behaviour which could perhaps have negative impact on learning.

Reward techniques; punishment techniques; seating arrangement techniques; among others are techniques that teachers both new and experienced are supposed to employ at all times, this is because students at this level of education (upper basic schools) would always want to be cheered-up, or rewarded whenever they answer questions correctly but the reverse, is often the case. Students, therefore tend to feel disappointed when no reward is given and as a result, they hardly respond to questions. Likewise, the seating arrangement has been poorly managed, as most schools are found without seats which makes learning difficult. Teachers, both old and new, are not conscious of time. The delivery of their lessons are poorly managed, thus most often than not they are unable to finish before the next lesson or overlap into another teacher's period of lesson. Most often, some of the students are not given any punishment when they exhibit deviant behaviours in the class and as such they continue indulging in undesirable behaviours in the class. Teachers on the other hand, sometimes over punish the students, and such punishments sometimes lead to injury because of inadequate knowledge of punishment technique on the part of the teachers.

Furthermore, group participation is nearly impossible in the class as teachers hardly group the students for any class activities or home work. Communication has become a difficult aspect for both old and new teachers especially when delivering a lesson. Inadequate knowledge of forms of communication makes the lesson difficult and consequently makes understanding difficult for the students.

It is against this backdrop that the researcher carried out this study titled Appraisal of stakeholders' perceptions on Application of Classroom Management Techniques in Upper Basic Schools in North-Central Zone, Nigeria.

1.3 Objectives of the Study

The objectives of the study are to:

1. examine the stakeholders' perceptions on application of reward as a management technique in upper basic schools in North-Central Zone;
2. ascertain the stakeholders' perceptions on application of classroom seating arrangement as a management technique in upper basic schools in North-Central Zone;
3. determine the stakeholders' perceptions on application of classroom participation technique in upper basic schools in North-Central Zone;
4. assess the stakeholders' perceptions on application of classroom punishment technique in upper basic schools in North-Central Zone;
5. evaluate the stakeholders' perceptions on application of time technique in upper basic schools in North-Central Zone;
6. examine the stakeholders' perceptions on application of classroom rules and regulations technique in upper basic schools in North-Central Zone; and
7. determine the stakeholders' perceptions on application of classroom communication technique in upper basic schools in North-Central Zone.

1.4 Research Questions

The following research questions are set in line with the objectives.

1. What is the stakeholders perceptions on application of classroom reward technique in upper basic schools in North-Central Zone?
2. What is the stakeholders perceptions on application of classroom seating arrangement technique in upper basic schools in North-Central Zone?
3. What is the stakeholders perceptions on application of classroom participation technique in upper basic schools in North-Central Zone?
4. What is the stakeholders perceptions on application of classroom punishment technique in upper basic schools in North-Central Zone?
5. What is the stakeholders perceptions on application of classroom time management technique in upper basic schools in North-Central Zone?
6. What is the stakeholders perceptions on application of classroom rules and regulations technique in upper basic schools in North-Central Zone?
7. What is the stakeholders perceptions on application of classroom communication technique in upper basic schools in North-Central Zone?

1.5 Research Hypotheses

The following null hypotheses were used for this study:

- H₀₁:** There is no significant difference in the perception of principals, teachers and supervisors on application of classroom reward technique in upper basic schools in North-Central Zone.
- H₀₂:** There is no significant difference in the perception of principals, teachers and supervisors on application of classroom seating arrangements technique in upper basic schools in North-Central Zone.

H0₃: There is no significant difference in the perception of principals, teachers and supervisors on application of classroom participation technique in upper basic schools in North-Central Zone.

H0₄: There is no significant difference in the perception of principals, teachers and supervisors on application of classroom punishment technique in upper basic schools in North-Central Zone.

H0₅: There is no significant difference in the perception of principals, teachers and supervisors on application of time technique in upper basic schools in North-Central Zone.

H0₆: There is no significant difference in the perception of principals, teachers and supervisors on application of classroom rules and regulations technique in upper basic schools in North-Central Zone.

H0₇: There is no significant difference in the perception of principals, teachers and supervisors on application of classroom communication technique in upper basic schools in North-Central Zone.

1.6 Basic Assumptions

The study is hinged on the assumptions that:

1. Adequate use of reward in the classroom will help the students to learn and be attentive, and this will improve students' learning positively.
2. well planned seating arrangement will bring orderliness in the class thereby enhancing students' learning.
3. Involving students in class activities will enhance their performance.
4. Whenever appropriate punishment as a technique is used, students' learning will be improved.

5. Effective use of time as a management technique aids students' learning through judicious use of time set for each lesson by the teacher.
6. It is assumed that once classroom rules are stipulated earlier, or at the beginning of a term, this will curb misbehaviour in the class on the part of the students and enhance their learning.
7. Effective use of communication will curb deviant behaviours on the part of the students and will increase students' learning.

1.7 Significance of the Study

The research will be beneficial to the following stakeholders principals, teachers, supervisors, students, parents, future researchers, book writers, administrators and planners to mention but a few. It is expected to be a source of reference to all stakeholders in education because it will give adequate information about classroom management techniques and the ways these techniques are expected to be used.

The findings would enlighten the principals on the required and appropriate management techniques needed to make learning environment conducive for learners. The findings from this research would also assist the principals in setting up classroom school rules and classroom rules and regulations that can be used to enhance discipline. The outcome would be relevant to all stakeholders in education.

The findings would also be relevant because it would expose the teachers to adequate use of motivation in the class. The research would assist the teachers to have adequate knowledge of different seating arrangements that can be used to manage a class. The findings of this research would also help the teachers to know that time management is a necessity in classroom delivery. The research findings would also help the teachers to know various forms of techniques of punishment and rewards that can be used to curtail deviant behaviours.

It will further help supervisors and inspectors to know when, and how to come in, in the area of school inspection and supervision and also to know whether teachers and school heads are adequately applying the various management techniques that can enhance learning in the school.

The opportunity of publishing the work in Journals, Conference papers, seminars, In-house workshops or reports submitted to ministries of education in different states to help both new and experienced teachers have a good grasp of classroom management techniques. It will also help the government, NGOs, and other stakeholders to know the importance of these techniques and how our educational system can be moved forward.

The findings would bridge the gap between theories and practice in classroom management techniques that are used in secondary schools in Nigeria but especially in North-Central Zone. It would also help the practicing school administrators and all involved to know how far the educational objectives have been achieved and how best decisions regarding students' deviant behaviours can be curbed.

Finally, the findings will also help education planners, inspectors in the Ministry of Education and school principals to identify the importance of employing qualified and efficient teachers, as well as creating rooms for workshop, in-service training, seminars, to mention but a few.

1.8 Scope of the Study

The study examined The Appraisal of Perceptions of Stakeholders' on Application of Classroom Management Techniques in Upper Basic Schools in North-Central Zone, Nigeria. The study was limited to principals, teachers and supervisors in upper basic schools in North-Central Zone. However, the North-Central Zone consists of six states and FCT, Abuja. The six states include Kogi State, Kwara State, Niger State, Nasarawa State, Plateau State and Benue State.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1 Introduction

The chapter presents a literature review on Appraisal of Stakeholders' Perceptions on Application of Classroom Management Techniques in Upper Basic Schools in North-Central Zone, Nigeria. Also, the areas reviewed include the conceptual framework, Theoretical Framework, empirical studies and a summary of the literature review.

2.2 Conceptual Framework;

2.3 Theoretical Framework;

2.4 Concept of Classroom Management Techniques;

2.5 Punishment on Students' Learning in Upper Basic Schools;

2.6 Time-Management on Students' Learning in Upper Basic Schools;

2.7 Seating Arrangement on Students' Learning in Upper Basic Schools;

2.8 Rewards on Students Learning in Upper Basic Schools;

2.9 Classroom Participation on Students' Learning in Upper Basic Schools;

2.10 Communication on Students' Learning in Upper Basic Schools;

2.11 Classroom Rules and Regulation on Students' Learning in Upper Basic Schools;

2.12 Empirical Studies; and

2.13 Summary

2.2 Conceptual Framework/Research Model

A conceptual framework within the Stakeholders' Perceptions on Application of Classroom Management Techniques in Upper Basic Schools in North-Central Zone, Nigeria.

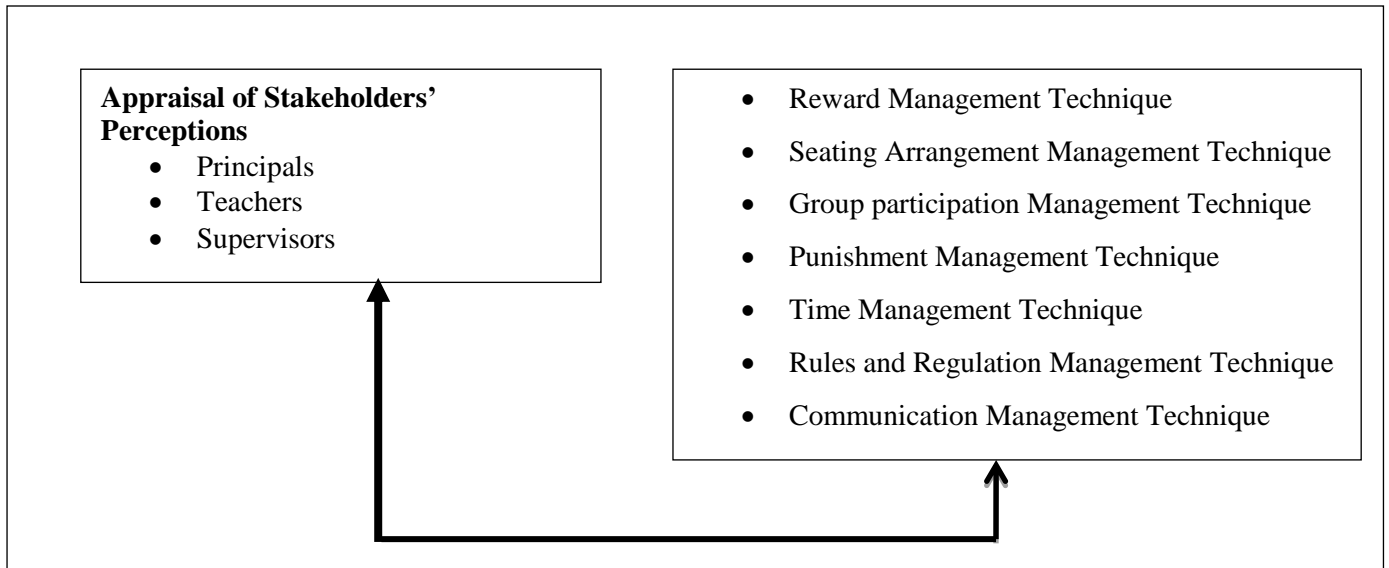


Figure 1 Source: Conceptual Framework/Research Model by the Researcher

2.2.1 Concept of Classroom Management

Classroom management is a term teachers use to describe the process of ensuring that classroom lesson runs smoothly despite disruptive behaviour by students. Scheili (2010) opines that classroom management can be explained as the actions and directions that teachers use to create a successful learning environment. Berliner (2008) stresses that classroom management involves communication of behavioural and academic expectations as well as a comparative learning environment.

Classroom management is a term used to describe the process of ensuring that classroom lessons run smoothly despite disruptive behaviours by students. The term also implies the prevention of disruptive behaviour. Ferguson and Dreikurs (2016) posit that classroom management is crucial in classrooms because it supports proper classroom effectiveness, developing best teaching practices and putting them into action. Edward

and Cushman (2016) stresses that the focus of a classroom is on creating a conducive learning atmosphere for students. Recently, the concept of management has been applied in school settings. The school exists as an organization set up by society to serve certain ends, the principal, one of which is to turn out (produce) individuals, who would not only be able to read, write and calculate, but also be useful citizens in the society (Cookey, 2009). This end product, namely, turning out useful citizens is one of the major goals of education in Nigeria. (National Policy on Education, 2004).

Classroom management involves many interrelated and interdependent activities in management. Such activities can be grouped under the following- planning, organizing, leading, coordinating, directing, and evaluation. Specifically, resources must be properly and efficiently utilized. Students must be properly arranged and carried along in the teaching and learning process while the performance of the students and the teachers must be evaluated on regular basis. In classroom management, planning is crucial; it is a systematic process of preparing for a lesson. It involves preparing a set of decisions in advance about the classroom encounter. It is a process of addressing issues related to “what to teach”, “how to teach”, “when to teach”, in the most effective and efficient manners possible. Classroom planning is a short term type of planning and paper work referred to as the daily lesson plan.

Organizing the students as well as the physical and material resources available in the classroom demands a teacher’s managerial skills and knowledge. This involves the teacher’s ability to anticipate classroom needs and ability to deal effectively with them at the appropriate time (Fawant, 2010). A class ought to be organized so that as little opportunity as possible is afforded for disruptive noise and disorderly behaviours (Awoniyi, 2011). This may involve grouping students or allowing a free activity class. Classroom organization also involves the selection of competent class leaders, thus, the

teacher should watch out for leadership qualities in the students and help develop such qualities by assigning certain duties to such students. Some of such duties could include; class monitor, group prefects, to mention but a few. Developing students for leadership role is part of education; thus instructional materials should be arranged within the reach of the students. These materials should be properly cared for and maintained so they can be in good condition for use at all times. Since these materials are meant to be organized for optimal utilization, safeguarding them or keeping them out of students' reach could result into under-utilization or wastage.

Leading in the classroom is the processes of influencing the behaviour of the students to perform in a manner which will help the class achieve its goals efficiently and effectively. A teacher is seen as a person who because of rich or unusual experience, education or both in a given field is able to contribute to the growth of other persons who come in contact with him (Good, 2003). Teachers' behaviour patterns have been found to be significant determinants of students' performance. For effective classroom management the teacher as a leader should:

- i. Be warm, understanding and friendly rather than being aloof, egocentric and restricted.
 - ii. Be responsible, business like and systematic rather than being evading, unplanned and slipshod.
 - iii. Be stimulating, creative and imaginative rather than being dull and routinely.
- (Morrison and McIntre, 2013).

The teacher should therefore be concerned with the development of students' trait of self-reliance, independent thought and cooperative activities right from the classroom setting.

Coordinating the efforts and activities of students by the class teacher is a crucial aspect of classroom management activities. Coordinating is a systematic process of integrating and synchronising the class efforts to achieve the desired goals. This is a group-process coordination, which is much more emphasised in the classroom than self-process coordinating, in which any student may relate his activities to those of others by either collaboration, cooperation or observation. For effective coordination, the teacher must be able to translate his plan into activities involving his students. The teacher is expected to apply theories of behaviour and development (learnt in psychology) and techniques learnt in methodology to actual classroom situation.

However, the teacher is the director of knowledge, who motivates, influences and guides the students' action in the classroom towards the attainment of the lesson is objectives. There are various teaching or instructional techniques for teachers' use. These include lecture method, questioning method, group teaching, individual instruction, project method, activity method, storytelling techniques, play way method and non-graded instruction. Details of these techniques are beyond the scope of this research. However, a teacher should be conversant with these techniques to know when and how to use them effectively. Any technique chosen must be relevant, appropriate and adequate for the lesson. To be an effective classroom director, the teacher must know the subject matter and must use clear, fluent and appropriate language to communicate. Furthermore, the teacher must ensure a two-way communication, that is, communication from the teacher to the student and vice versa, in a free and democratic atmosphere.

Classroom control is a process of ensuring that the objectives of the subject are achieved possibly with minimum effort. This involves using expert knowledge and experience to oversee, evaluate and improve the conditions and methods of doing things connected with the teaching and learning process. This is also known as supervising

(Nwanko 2011). Controlling, in classroom management, enables the teacher to maintain order (rules and regulation) in the class. The teacher assumes the role of a pacesetter, an innovator, an evaluator, a guidance-counselor and indeed a model to the students. He should, however, be loyal to his ideals and ideas, while he should respect the belief, right, worth and dignity of the students. He should be approachable, for instance, a teacher who comes late to the class or who chews (gum, kolanut, to mention but a few) in the classroom might find it difficult to check these activities among his students.

Evaluating is judging class activities in relation to the stated objectives. Evaluation depends on clearly stated objectives and efficient instrument for measuring the extent to which change has taken place towards objectives (Farrant, 2000). Evaluating students may be summative (which is meant for certification or grading of students at the end of a course) formative (which is meant for feedback on students' progress through a unit), or diagnostic (which is meant for determining prerequisite skills for placement). Students could be evaluated using objective or subjective (essay) tests, self-report technique or observational technique. The teacher must ensure that whatever method is used must be valid (that is, the evaluating procedure should measure what it is intended to measure) and be reliable (that is, it must be trust worthy and must not be doubtful).

Classroom is an environment where a teacher meets with the students to interact with them in order for learning to take place. The technique a teacher uses in managing all the different aspects of classroom will have a powerful effect on the students' performance.

More so, all educational plans of a school involving teaching and learning take place in the classroom. Kyriacou (2015) sees the classroom as 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. The

classroom is characterized by a network of interpersonal relationship for the attainment of educational goals. Oyira (2006) sees interpersonal relationship as the reciprocal behaviour that occurs between individuals such as exchange of information, exchange of expression and mutual activities. A good classroom environment must be well ventilated, fully supplied with chairs and desks have adequate spatial arrangement, have sizeable chalkboard, good floors; beautiful walls and lightings (Kolawole, 2014). A good classroom environment facilitates desirable behaviour and attitude among students and thus enhances their performance positively. Overpopulated classrooms have been a problem to teachers when it comes to classroom management, where the population of students in class ranges from 80-100, and this makes classroom management becomes difficult: majority of the students end up sitting on the ground without comfortable seats.

However, in the management of the classroom, students and the entire school plant are the responsibility of the teacher. The technique a teacher uses in managing them, will dictate the teachers' achievement, his students' performance and the standard of the school. Without classroom management, the teaching and learning process cannot be successful and effective. Inusa (2014) opines that a person who cannot maintain order and discipline among children is not fit to be a teacher. Darking (2010) asserts that students' participation, learning environment of the class, and a measure of seating arrangement can enhance a teacher's movement round the class, facilitate students' learning and improve the teaching procedure. Stephen & Schaban (2012) asserts that management of techniques on students' performance plays a pivotal role in producing graduates who will become great leaders and generate manpower for the country thus, responsible for the country's economic and social development.

Classroom management techniques are also essential because students can only get the best in the class if the classroom is adequately managed by the teacher, thus,

resulting to students' improved performance. A class that is rowdy, noisy and uncondusive for learning will make students loose interest in learning which can result in poor performance of students (Ali et al, 2010). In the same vein, Hijazi and Nagvi, (2010) confirms that teachers' adequate knowledge of classroom management techniques will help to stimulate the interest of students in learning and when students' are stimulated, the tendency to perform well academically is there, and if teachers fail to use appropriate management skills during teaching and learning, the performance of the students will be affected negatively.

2.2.2 Concept of Classroom Management Techniques

Classroom management is defined and also explained by different writers, researchers or professionals in different or similar ways. For instance, Weber (2013) defines classroom management as activities by which the teacher promotes appropriate students' behaviour and eliminates inappropriate students' behaviour to develop effective inter personal relationship and a positive socio-emotional climate in the classroom, establishes and maintains an effective and productive classroom organization.

Kasambria (2011), on the other hand, defines classroom management as the art of carefully preparing, presenting, disciplining and controlling class activities. This entails that teachers play various roles in a typical classroom, but surely one of the most important is that of classroom management. According to Marzano and Marzano (2003: 16) effective teaching cannot take place in a poorly managed classroom. If students are disordered and disrespectful, and there are no apparent rules and procedures to guide behaviour, chaos becomes the norm. In these situations, both teachers and students suffer.

There are many studies that indicate that classroom management is one of the crucial factors that influence students learning. For example, in their study, Wang, Heartel and Walberg (2010) identifies classroom management as being the first in a list of important

factors that influence school learning. Also, Marzano and Marzano (2003) reached the same results with Wang and his colleagues by identifying classroom management as the most important factor influencing school learning. Ben (2012), stated that effective classroom management strategies are significant to a successful teacher's delivery of instruction. The main concept of these definitions is that effective classroom management prepares the classroom for an effective instruction which is crucial for the progress of learning.

Classroom management is a challenge for teachers and school principals. For most teachers, confronting some sort of discipline problem is a daily occurrence. These problems may include simple violations of school or classroom rules, or they can involve far more serious events, including disrespect, cheating, offensive words, unnecessary gestures, and an open display of argumentativeness.

Paul (2013) saw classroom management technique as a strategy used in achieving effective classroom management. Thelisa (2013) referred to techniques in classroom management as different ways to ensure effectiveness and efficiency in classroom. Blair (2010) outlined the following principles for maintaining good classroom management;

- i. Provide adequate models of teaching.
- ii. Extinguish undesirable behaviour by failing to reward them.
- iii. Use punishment sparingly, wisely.
- iv. Improving communication style in the class. To the researcher, classroom techniques involve the ability of teacher to plan, or organise, direct, coordinate, supervise and control the teaching learning interaction in a sustained level.

2.2.3 Concept of Reward

Patrick (2013) referred to reward as an act that causes a person to act or to do something. Olabaji (2007) viewed reward as an incentive which incites, inspires and

promotes the desire for the individual in learning. It also makes learning interesting to the students when referring to the concept of reward. It is important to distinguish between two basic orientations, which are intrinsic and extrinsic. Intrinsic motivational patterns have been associated with high perceived ability and control, realistic task analysis and planning and the belief that efforts increased one's ability and control (Abel, 2010). An extrinsic orientation towards learning is characterised by a concern with external reasons for working such as the judgments of others regarding one's performance (Goldberg, 2010). In the same vein, he stated that intrinsic motivation is postulated by the use of extrinsic rewards and tends to change or decrease as the age of the child increases. Motivation, be it intrinsic or extrinsic is used to maximise the students' efforts and minimise some of their potentially inappropriate behaviours. On the other hand, Kelly (2010), defined reward as materials and intangible values that can be employed to motivate students to learn. James (2011) saw reward as a reinforcement that teachers can use to maintain discipline in the class.

On the other hand, Lambert (2011) asserted that reward is a reinforcement used to stimulate student learning. Bello (2012) is of the opinion that rewarding a positive behaviour of students will help others to learn and behave in a manner that conforms to the ethics or rules in classroom. The researcher, therefore, is of the view that every positive behaviour rewarded is an opportunity for other students to emulate in order for classroom instruction to be effective.

2.2.4 Concept of Classroom Seating Arrangement

Classrooms are complex, busy places that must accommodate many people and activities each day. The physical arrangement of a classroom has significant implication for discipline and classroom management. The physical organization of the classroom strongly influences learning, careful use of physical space can positively affect teachers

and students' attitude. The classroom should present a purposeful setting for learning, the setting can; in large part determine the clustering of teaching. It must provide for clustering of students, movement within the classroom, display and distribution of instructional materials, and arrangement of desks for effective drill and practice.

Jones (2014) opined that seating arrangement is an important concern and the best arrangement put the least distance and the fewest barriers between teachers and students. The teachers stressed that no matter what sitting arrangement is used, it must be flexible. This shows that the classroom should readily accommodate the various learning activities planned by the teachers. George (2012) is of the view that seating arrangement is the physical organization in the classroom that provides students a conducive environment for learning. He suggested that students with different learning style need different seating arrangement. However, the key word in arranging the classroom is flexibility which will enhance effective instruction.

Melissa (2014) proposed four main seating arrangements which include:

- i. The teacher sets up desks in straight lines which is the normal traditional way of arranging seats together.
- ii. Arranges desks in the large circle.
- iii. To have students sit in pairs with two desks touching each other.
- iv. To arrange students desks in groups of four, that is, students facing each other which provide them opportunity for team work.

2.2.5 Concept of Classroom Participation

Tatar (2015) asserted that exploring classroom participation from students' perspective is important because it provides a firsthand account and insight into their feelings and perceptions. The students' perceptions are their own relatives in experiencing classroom participation. In the view of the researcher, classroom participation involves

students in active participation in the class. This can be done through; group assignment, individual assignment and through questioning and debate. Astin (2014) saw classroom participation as a process of involving students actively in the process of teaching and learning.

2.2.6 Concept of Punishment

Punishment is seen as an undesirable, painful or discomfort effect that results from misbehaviour (Faruk, 2009). Sawankure (2010) on the other hand, asserted that punishment is a controversial issue that demands the highest degree of professionalism and responsibility on the part of the teacher.

Fabian (2011) saw punishment as a process used to curb students from unwanted behaviour. He further stressed that teachers should emphasise the pros and cons of using punishment in the classroom. Teachers sometimes, find punishment to be effective as a classroom behaviour management tool. However, punishment may appear to be a powerful and attractive behaviour management strategy. Punishment, on the other hand, focuses on the misbehaviour and may do little or nothing to help a child behave better in future (Robert, 2010). He believed that punishment has negative effect on children such as producing shame, guilt, anxiety and increased aggression. When selecting punishment technique; start with less intensive intervention (Sule, 2010). Therefore, it is the opinion of the researcher that the use of punishment procedures to manage student's behaviours is an issue of growing debate in school discipline.

2.2.7 Concept of Time Management

Time management has been considered a necessary tool for educational improvement. Ugwulashi (2011) described time management as requirement used for educational system analysis. In school organisation, time table, and school activities can easily be achieved through the use of time management which enables all activities to run

smoothly. According to Peter (2014) optimal time management techniques guide a teacher through his lesson. He added that time is a machine that analyses by moving from the present into the future. Time management must be planned, organised, implemented and evaluated. Qadiri (2010) pointed out that time management is the ability to create, organise and utilize resources efficiently and effectively and time is the greatest challenge to a teacher, it is the optimal utilisation of time which is precious, unique, perishable and irreplaceable natural resource. This prompted the researcher to admit that a good time management is amply required to facilitate school activities correctly and this can enhance effectiveness on the part of the teachers.

2.2.8 Concept of Classroom Rules and Regulations

It is always better to generate proper methods in advance to maintain order and discipline in the classroom. These methods or strategies should be incorporated into rules (Job, 2013). To control a classroom of unruly students, some concrete rules need to be established (Adeyemi, 2015). He further stressed that making these rules, the age of the students need to be put into account. The rules in the classroom should conform to the general rules of the school. Bello (2012) asserted that rules in the classroom should not contradict the already established rules and regulations of the school.

In the same line, Adewale (2010) opined that rules should not be too many that students will not be able to follow. He is of the opinion that few basic rules that are effective in maintaining order in the classroom are sufficient. Rules should be explained to the students and they should also be told what is expected of them, this will ensure their active participation in the learning process. The researcher is of the view, that rules are essential and therefore what is important, is to pick up the right ones that would help the teachers to manage the classroom without being harsh on the students and when enforcing the rules, attention should also be given to teaching skills.

Table 2.1: Types of Rules that are Needed for Effective Classroom Management

Rules that need to be communicated first day	Classroom conduct *Where to sit *How seats are assigned, *What to do before the bell rings *Responding, speaking out *Leaving at bell, Drinks	Materials required for class. Homework completion Make up work Incomplete work Violation of rules
Rules that can be communicated later	Food and Gum Absence Leaving the classroom Consequences of rules Violation	Notebook completion Note taking Sharing works with others

Source: *Adewale (2010)*

Table 2.1 shows the types of rules that are needed for effective classroom management and the rules that need to be communicated on the first day and later on classroom conduct.

2.2.9 Concept of Communication

Effective communication is the soul of an organisation or institution, so for an institution to function efficiently, there must be sound communication that can lead to better achievement of institutional goals and objectives. Jonah (2012) defines communication as “the process of exchange, involving the transmission of information and feeling between two or more people”. Communication in researcher’s own opinion involves the process of conveying meanings from the encoder to the decoder.

Sannie (2010) described communication as the flow of information from the source to the receiver. It is a kind of relationship, an interaction, the process by which messages are transferred from the source to the receiver. So in communication, the imparting, sharing or exchange of ideas, knowledge, skill either by speech, writing or signs are emphasised.

Communication as the soul of any institution or organisation is the process of transmitting and exchanging ideas, feelings, and information through realisation, symbols, writing and silence to create mutual understanding between the communicators, and the person being communicated to. In other words, communication is crucial because it entails passing of information, receiving of information, messages, instructions or directions. Communication is indeed all-embracing because it serves as a lubricator which enhances free flow of information from the sender to the receiver. Communication, therefore enables effective planning, organising, coordinating, controlling in both organisations and institutions. Communication is crucial in the school system because whenever a decision is made in a school, it must be to persuade, instruct, direct, request, present, inform, stimulate or develop an understanding that can lead to the efficient running of the school.

In the view of the researcher, for effective communication to take place without barrier to effective communication, individuals concerned must be up and doing. There must be clear instructions that cut across all levels. Co-operation therefore should be everyone's watchword.

Jon (2013) opined that communication is the process of transferring information, instructions and direction with the aim of imparting knowledge in the classroom situation. In an institution or organisation, effective communication can bring about actualization of goals. The following are the reasons for communication in our school system

- I. To enable members clarify and express their feelings with ease.
- II. To influence the performance of members of the school through motivation, directing, teaching and news bulleting.
- III. To encourage individuals to discharge their duties effectively in order to enhance individuals' development and the realization of organizational goals.

- IV. To enable proper motivating system for school effectiveness.
- V. To entertain people.
- VI. To establish rules and regulations for dealing with different situations.
- VII. To stimulate actions among the people.
- VIII. To create relationship between the members of an organization.
- IX. To form collective decisions and render them generally acceptable.
- X. To influence the performance of members of the school through motivating, directing, instructing and evaluation.

2.3 Theoretical Framework

The theoretical framework for classroom management techniques include the Skinner's theory, Gordon's theory and Harry Wong's theory.

2.3.1 Skinner's Theory

Skinner believed that the goal of psychology should be practical (Lieberman, 2000). As it relates to education, Skinner also believed that the goal of psychology should be to find ways to make education enjoyable and effective for all students. His learning theory relied on the assumption that the best way to modify behaviour was to modify the environment. Skinner was a proponent for many instructional strategies that modern day "progressive" educational reformers advocate. Some of these strategies include scaffold instruction, small units, repetition and review of instructions, and immediate feedback. Skinner did not approve of the use of punishments in schools, or as a behavioural modification technique in general, and he based these perceptions on his own empirical research that found punishments to be ineffective (Lieberman, 2000). Skinner himself advocated the frequent use of reinforcement (i.e. rewards) to modify and influence student behaviour.

Skinner's primary contribution to behavioural management philosophy has been from his research on Operant Conditioning and Reinforcement Schedules. An Operant is a behaviour that acts on the surrounding environment to produce a consequence. As a result of the consequence, the operant's likelihood of reoccurring is affected. The operant is said to be reinforced if the consequence increases the likelihood of the behaviour's occurrence. For example, an example of an operant in a typical classroom is staying in one's seat. A teacher may seek to reinforce this behaviour by offering a reward to reinforce students' behaviour (e.g. recess or food).

Three characteristics of operant conditioning are particularly important to behaviour management: a) the reinforcer, b) the reinforcement schedule, and c) the timing of the reinforcement. First, reinforcers have been placed in three categories (Lieberman, 2000). Primary reinforcers are reinforcers that require no special training to be effective. These include food, water, and sensory stimulation. Secondary reinforcers are reinforcers whose reinforcing properties have been acquired through experience (typically through second order conditioning). An example of this is the use of a "token economy." Many teachers use extrinsic rewards such as stamps, tickets, tokens, and play (or real) money to reinforce behaviour. These rewards can be redeemed for prizes or privileges. Finally, social reinforcers are reinforcers whose reinforcing properties are derived from the behaviours of members of one's own species. These reinforcers are typically seen as a blend of primary and secondary reinforcers and they include praise, affection, and attention.

In addition to their type, another important characteristic of reinforcers is their saliency, or degree to which an individual prefers the reinforcement. Reinforcers with a high degree of saliency are expected to produce a greater response in the frequency of the operant behaviour. Using this a logic, David Premack developed a principle (the Premack

principle), which argued that operant behaviours of low probability could be reinforced by using access to high-probability behaviours as a reinforcer (1965). For example, if sitting quietly during instruction was a low-probability behaviour for a student, access to playing with a preferred toy (a high-probability behaviour) could be used as a reinforcer for the operant behaviour. Using similar logic, Timberlake and Allison (1974) developed the response deprivation hypothesis, which states that if a high-probability (or highly salient) behaviour is deprived, access to that behaviour will be reinforcing. In the classroom, this is often used by the introduction of a game or privilege that students highly enjoy. Access to the game is restricted, unless certain behaviours (likely low-probability behaviours) are performed first. A primary conclusion from both of these hypotheses is that teachers looking to find a highly salient reinforcer should look for activities that students prefer to do in their free time (i.e. highly-probable behaviour).

Skinner also developed the concept of the “reinforcement schedule”. Reinforcement schedules are divided into two categories: a) Continuous Reinforcement Schedules (CRF), in which every desired behaviour is reinforced every time it occurs, and b) Partial Reinforcement Schedules in which behaviours are reinforced based on ratios (reinforced after so many occurrences) or intervals (a reinforcement delivered after a certain time interval). Partial reinforcement schedules may be fixed (i.e. a reinforcement after 3 behavioural occurrences [fixed ratio] or a reinforcement after 3 minutes [fixed interval]), or variable (i.e. the ratio or interval at which reinforcement is given at random, but averages to a specific amount). It has been found that variable partial reinforcement schedules are more effective in improving the frequency of an operant behaviour and in limiting its extinction when reinforcement is no longer delivered. The later effect is particularly true when compared to continuous reinforcement schedules. This finding suggests that teachers using reinforcements in their classroom should be cautious of

seeking to reward students every time they perform a behaviour. As many teachers using rewards have noted, students are less likely to perform desired behaviours when the rewards are not present (e.g. "What do I get if?").

Finally, behavioural research has found that the timing of the reinforcer is very important. If there is much delay between the operant behaviour and the reinforcer, improving the frequency of the desired behaviour is less likely to happen. For instance, if a teacher offers extra recess to students who turn in their homework, behavioural theory would argue that the closer the time given to the students for their recess and turning in their homework (the operant behaviour), the more likely students would be to turn in their homework regularly. If a teacher often forgot to give the reward, or waited later in the day to grant the reward, there is a tendency that students would be less interested in turning in their homework.

Skinner's theories have been implemented in school systems in a variety of ways. Teachers and parents alike have always rewarded students for good behaviour long before Skinner's theories were developed. However, many behaviour management systems used in today's schools are directly influenced by his work. Skinner advocated for immediate praise, feedback, and/or reward when seeking to change troublesome or encourage correct behaviour in the classroom. Teachers seeking to implement a reinforcement system in their classroom should use strategies such as a "token economy" to reward students immediately for behaviours that they are reinforcing. Skinner also advocated for teacher identification of and reflection on the environmental effects on student behaviour. Formalized strategies that focus on the identification of "triggers" of student behaviour are influenced by Skinner's work. In order to apply Skinner's theories in our secondary classroom, one could do the following:

1. Create (with student input, if necessary) a system of positive incentives for individual, group, and class behaviour. Reward positive behaviour before reprimanding negative behaviour (for example, instead of punishing one student for not turning in homework, give all other students who did consistent rewards until that one student becomes motivated to follow suit with the rest of the class).
2. Ensure that positive reinforcement is immediate so that it can be associated with the positive behaviour. This is crucial especially when secondary teachers see students for such a small portion of each day.
3. Recognise the unique instructional needs of individual students and individual periods and modify instructional materials and methods appropriately.
4. Provide feedback as students work, not just after they are finished with a particular task.
5. Ensure that students have mastered prerequisite skills before moving on, even if this puts different periods of the same class on different tracks.
6. Reinforce positive behaviours students exhibit, either with problem students or with whole class to refocus problem students (Souper, 2010).

One major critic of Skinner's behavioural theories is Alfie Kohn, another prominent educational theorist. Kohn, is noted for his assertions which entirely supports intrinsic motivation for learning, yet the researcher thinks that Kohn and other critics of Skinner's theories are quick to reducing Skinner's prescriptions for the classroom to an entirely superficial system of rewards and punishment. Skinner's ideas are more complex than this; beyond rewards and punishment, he stresses that the environment of a classroom and school, both physical and temporal, should be as conducive as possible to students' learning. It should not be an environment that necessarily attempts to control that learning with what we popularly call consequences. Skinner stresses immediate

feedback, scaffolding, and ensuring students' success. These teachers' actions are manipulations of the classroom environment that any educational theorist would be hard pressed to criticize.

Of course, Skinner also suggested praise and rewards once a student achieves success. However, the researcher agrees with Kohn that in the perfect world, this wouldn't be necessary. Notwithstanding, the researcher challenges Kohn to come to her classroom, or any classroom, and ensure that students are intrinsically motivated throughout every single lesson. While we can try to make lessons as motivating and engaging as possible, not every lesson can realistically have every student intrinsically engaged. The researcher deploys praise and rewards but not excessively. While they may not make learning as intrinsic as the researcher like it to be, The researcher is of the view that they do not constitute any nuisance to the education of students. Regardless of where one stands in the dialogue on Skinner and his contemporaries, it is noteworthy that his theories and the critiques they receive from Kohn and others, focus on students' engagement in learning as an antecedent to behavioural problems. As long as students have some reasons to be engaged in a lesson, whether it is through extrinsically motivated compliance or intrinsically motivated engagement, they will not misbehave. The researcher completely agrees with this position.

The researcher is of the opinion that B.F. Skinner's theories are the most widely used and misunderstood of any psychological theories that have been applied to educational settings. As Hannah noted in her own reflection, many critics of Skinner and many developers of reward programmes based on his theories, simplify his ideas to superficial systems of rewards and punishments. They neglect what is in the researcher's opinion, the most revolutionary aspect of his theory, the perception of stakeholders on the environment on behaviour. Skinner did not believe that elements of the environment do

influence behaviour (as classical conditioning would have it), but that they lead to the probability that a behaviour may occur. This probability would depend on previous learning experience and its generalizations to the current environment, as well as genetics.

The researcher's perception is a deviation from Skinner's in relation to the use of his theories to create school-wide and to some degree classroom-wide initiatives. The researcher agrees with critics such as Kohn who argue that these sorts of initiatives, which often focus on primary reinforcers like food (PIZZA PARTY!!), have a negative effect on educational aspiration and self-motivation. It is the researcher's view that teachers should seek creative ways to make educational activities highly probable activities. The researcher believes that intrinsic motivation is simply an internalization of the extrinsic motivation that is demonized in "progressive" educational literature. However, behaviours that are intrinsically motivated react to reinforcement in the same ways as those that are more extrinsic. What teachers should try to do is move students from responding primarily to extrinsic rewards to understanding how they can be intrinsically motivated. Effective use of Skinner's ideas relies on individualizing the use of reinforcement to fit the specific interests of specific students.

2.3.2 Gordon's Theory

Problem children are never fun for teachers. Whether they're not doing their school work, generally being loud and disruptive, or even recruiting other normally good students into their merry band of mischief, they can be exhausting little terrors to teach. Fortunately, it doesn't have to be that way. Gordon's theory was formulated by a man named Thomas Gordon. Born in Illinois in 1918, Gordon flew in the Air Force during WWII before going on to get his Ph.D. in psychology from the University of Chicago. Gordon first formulated his ideas in the 1960s. The crux of his philosophy is that coercive relationships are detrimental to both parties.

For example, traditionally in the classroom, the teacher wields absolute power to task, award, and punish. Gordon believes that this type of power can undermine otherwise productive student-teacher relationships. As a result, according to Gordon's theory of classroom management teachers are encouraged not to discipline students in the traditional manner. Instead, teachers should foster open relationships marked by an excellent student-teacher communication that encourages the student to take an active role in their own behaviour and understand that it is their own choice and in their own best interest to behave in a manner that benefits the student, the teacher, and the rest of the class. There are several useful tools prescribed by Gordon that can achieve this vital balance. One of the guiding principles is the ownership of problems. Behavioural problems are 'owned' by those who they affect. So if a student's behavioural issue is affecting only the student's well-being and performance, it is solely his/her problem. Likewise, if the problem affects the entire class, then it becomes the class' problem. Once this value is instilled in the class, it's important for the teacher and student alike to actively listen to one another's feelings and motivations when behavioural problems arise. For example, if a student is not turning in his assignments, it is the student's problem - the negative impact mainly affects him or her. However, if the teacher listens to the student's justification for his or her behaviour, the teacher can gain greater insight into the student's situation, and together they can arrive at a better plan of action for both parties to move forward. This solution is far more preferable than any punitive measure the teacher might employ which would simply breed resentment between both parties.

2.3.3 Harry Wong's Theory and Classroom Management

Harry Wong is a former high school teacher who went on to write several books related to education and classroom management. Many educators are familiar with his work and rely on his strategy for classroom management. Wong's central idea is that

teachers need to establish procedures and routines early in the school year in order to be effective and successful. In other words, Wong's theory is that the problem a teacher fears, his ability to discipline his students, isn't really the main problem in teaching. In fact, the main problem is a lack of classroom management in the form of procedures, routines, and a planned system for student behaviour.

Wong's theory focuses heavily on establishing **routines**, those things that happen repeatedly in a classroom that students can come to expect, and **procedures**, the way students carry out routines. For example, teachers need to teach students where to hang up backpacks, how and when to sharpen pencils, or how to signal a teacher. Every routine that happens in a classroom needs a procedure to go with it. Teachers should spend the first few weeks of school teaching students these routines and procedures. In doing this, they will then be able to spend the rest of the year focusing their energy on teaching instead of disciplining. Routines and procedures should be taught until they are automatic, and be customized for each classroom. Teachers need to be consistent with routines and procedures, and they should be posted so students are able to see them.

2.3.4 Key Theorists on Classroom Management

There is no one, clear, universal explanation of how we learn or a subsequent guidebook as to how we should teach. Rather, there are a range of theories, each with their background in different psychological and epistemological traditions. To understand learning then, we have to understand the theories and the rationale behind them. The following are some of the key theorists that have influenced the discipline of education.

- 1. Fredrick Jones (2000):** According to him, a theory is a non-adversarial method which requires that teachers help students to learn to develop self-control, by employing appropriate body language, making use of an incentive system and efficiently assisting

pupils. Teachers also help students control themselves. Learning self-control empowers students and prepares them for the future.

2. Albert Bandura (1997): developed the Social Learning theory based on the theory of personality. He posits that people learn from one another, via observation, imitation, and modelling. His theory has often been called a bridge between behaviourists and cognitive learning theories because it encompasses attention, memory, and motivation. He defined self-efficacy as the "beliefs in one's capability to organize and execute the courses of action required to manage prospective situations". Self-efficacy is a central component in managing classrooms today.

3. William Glasser (1997): His Reality and Choice theories state that students need to have an awareness of their responsibility and to make their own decisions about their learning and behaviour in the classroom, students must have a choice and that if they help choose their curriculum and decide on the rules in the classroom, they will then have ownership of their learning, have pride in their participation, have higher self-esteem and exhibit greater levels of self-confidence and higher levels of cognition. These approaches to classroom management create a safe space to learn.

4. Edward Ford (1994): In the words of Ford, Responsible Thinking Process (RTP) if properly used is designed to teach educators how to teach students to develop a sense of responsibility for their own lives and to respect the lives of everyone around them. This unique classroom discipline process is both non-manipulative and non-punitive. It creates mutual respect by teaching students how to think through what they are doing in relation to the rules of wherever they are. This gives students personal accountability for their actions. The key component of this classroom discipline process is its focus on how students can achieve their goals without getting in the way of others who are trying to do the same thing. In short, it teaches students how to respect others.

5. **Jean Piaget (1983):** Piaget is of the view that Constructivist Learning Theory surrounds the cognitive development of children. Piaget believed children undergo stages of cognitive development that allows them to grow and develop as individuals.
6. **Lee and Marlene Canter (1976):** This proponent of theory on Assertive Discipline states that rules and behaviour expectations must be clearly stated and enforced. Teachers are never to threaten students, but to promise fair consequences for improper behaviour. For this model to work, the teacher must use a firm voice and constant eye contact. This model places responsibility for bad student behaviour on the teacher.
7. **Gordon Thomas (1974):** Teacher Effectiveness Training (TET). What makes the difference between teaching that works and teaching that fails? The factor that contributes the most is the quality of the teacher-student relationship. It's more important than what the teacher is teaching or who the teacher is trying to teach. Teacher Effectiveness Training (TET) offers teachers the essential communication and conflict resolution skills they need to have high quality relationships with their students, so there will be less conflict and more teaching-learning time. This model has worked for hundreds of thousands of teachers around the world.
8. **Jacob Kounins (1970):** Determined that the mastery of classroom management must include the ability to teach to the learning style of the group instead of the individual, and organizing of lessons and teaching methods. The goal of classroom management is to create an environment which not only stimulates students learning but also motivates students to learn. Kounin's approach is in line with both Glasser and Kohn as he also posits that the key to successful classroom management is in preventing management problems from occurring in the first place by putting into place good organization and planning.

9. Applied Behaviour Analysis (1968): previously known as Behaviour Modification. It is the science of human behaviour and its use became widespread in 1968. The best definition available is still the one written in 1968 by Baer, Wolf, & Risley: “Applied Behaviour Analysis is the process of systematically applying interventions based upon the principles of learning theory to improve socially significant behaviours to a meaningful degree, and to demonstrate that the interventions employed are responsible for the improvement in behaviour“.

10. Rudolf Dreikurs (1972): believed that discipline is based on mutual respect, which motivates students to behave constructively because of their high sense of social interest and that all humans have a primary need to belong and feel part of a group and that all students desire to feel they have value and can contribute to the classroom. He called this the need to belong to the genuine goal of human social behaviour. Dreikurs believed that when students are not able to gain their genuine goal of belongingness, they turn to a series of mistaken goals. Mistaken goals are defined as attention, power, revenge and inadequacy. This is when students misbehave.

11. Alfie Kohn (1957): explains that grades and praise, kill intrinsic motivation and the desire to learn, and this concept is, of course, in opposition to what teachers have always been taught. The punishment/praise grade system explains why the system has failed so many students as the competition norms of most classrooms indicate that for every winner/top of the class, there will be thirty-nine losers dealing with the inherent self-esteem issues surrounding their constant failure. He states that rewards destroy a student’s inherent motivation and reduces their natural interest in a subject. Helping students tap into and develop their inner authentic selves where they think, feel and care on a deeper level is the teacher’s primary responsibility; arousing students’ interests in

learning is another. Thinking deeply and critically should be the first goal of education; the second goal is the desire for more education and a lifelong affair with learning.

12. B.F. Skinner (1954): Relied on the assumption that the best way to modify behaviour was to modify the environment. He was a proponent for many instructional strategies that modern day "progressive" educational reformers advocate for: scaffold instruction, small units, repetition and review of instructions, and immediate feedback. Skinner did not approve of the use of punishments in school, or as a behavioural modification technique in general. He posits that punishments were ineffective and he advocated for the frequent use of reinforcement (i.e. rewards) to modify and influence students' behaviour.

13. John Dewey (1916): Believed that classroom management should be guided by democratic practices with consequences and offered the theory of experience through social learning. Dewey believed that children were capable of learning, behaving cooperatively, sharing with others and caring for one another with the teacher as a facilitator. He believed that instructional management included a natural approach involving direction and guidance and that behaviour management included the sequential behaviour development of students. Many teachers practice this technique today as a central component of classroom management.

2.4 Classroom Management in Upper Basic Schools

The essence of classroom is to have a credible guide who directs, co-ordinates and manages instruction in relation to stated objectives. It is against this background that Ezeocha (2009) described the classroom as the power house in which the success of the learning process is generated. Classroom management encapsulates the arrangement of contents, determination of set objectives, organizing learner's activities and materials, evaluating and providing satisfactory learning behaviour.

Mezieobi (2014) opined that classroom management is the arrangement and management of classroom environment so that learners in the class can learn. Classroom management can be defined as teachers' ability to co-operatively manage time, space, resources, students' roles and behaviours to provide a climate that encourages learning. Duke (2009) viewed classroom management as the provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occur.

David (2007) stated that classroom management involves a positive classroom environment, appropriate standard of behaviours for students and effective management of daily routines and instructions, and engaging the students in classroom activities throughout the lessons will help to ensure quality secondary education, if any of these components 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 learn, learning objectives, control and supervision throughout the school to facilitate and encourage co-operation in teaching and learning activities in the classroom smoothly improve the quality of students' performance.

Weangsamoot (2012) described classroom management as an integral part of effective teaching which deters behaviour problems through good planning, organizing and managing of classroom activities, good presentation of instructional materials and good teacher student interaction. It aims at increasing students' involvement and co-operation in learning to ensure quality secondary education. Classroom management therefore is an art and a science with many identifiable characteristics that result in smooth periods of learning, flexible enough to recognise what is needed and has the ability to keep control of the situation(s) that arise.

2.4.1 Classroom Management Techniques in Upper Basic Schools

The techniques of classroom management can be seen as the various means and methods employed to ensure effective classroom management, meaning that the teacher will have to plan, organize direct, coordinate, supervise and control the teaching and learning interaction on a sustained level. Bird (2014) opined that students behaviours such as walking out, not paying attention, task avoidance, disrespect, refusal and engaging in power struggle take ones focus away from teaching and students' focus away from learning. He went further to say that in order to create and maintain a productive classroom setting and bring the focus back to teaching and learning, most classroom techniques must be used to decrease disruptive behaviour and increase compliance. Some of the techniques that teachers can adopt are:-

- i. **Be patient:** the teacher should keep in mind that he/she has a choice about how to respond to disruptive student's behaviour. The teacher should not take the behaviour personally. He or she should use positive self-talk.
- ii. **Understand your students:** Get to know each student as an individual. Build relationship with them based on trust and understanding. The teacher should be sure to let his/her compassion for each student reflect through non-verbal behaviour and verbal communication.
- iii. **Set limits:** The teachers should be sure to post his or her classroom rules and make sure that they are clear, simple and positive.
- iv. Keep to the schedule you set as a teacher, the students should be ready to follow the rules set by the teacher, so following the rules of the teacher should be a way of modeling timelessness and productivity. The more organised the teacher is, the more opportunity there is on the part of the students to focus on teaching and

learning, this will help the students respect schedules and work within designated time.

- v. **Walk around:** when a student is inattentive, rowdy, or chatting, it distracts others. The teacher while teaching, should move around, from front to back checking what the students are doing: If the teacher moves around while teaching the students as a whole, most students will not continue being disruptive, especially if the teacher observes each student as the lesson is going on, the teacher should try making friendly eye contact with the students.
- vi. **Time Frame:** Be aware of the causes of behaviour, being mindful of precipitation factor and early warning signs help the teachers focus on prevention. One way to avert difficult behaviour is to sit disruptive students strategically. For example, if a student tends to be loud, inattentive, or noncompliant, sit the student away from others who might tempt such a student to challenge the teacher or engage in a power struggle with the teacher. The teacher should be consistent in his/her practice of these classroom management techniques. When students know what to expect from their teacher and what you as their teacher expects from them, they are more likely to be productive learners. If teachers put these classroom techniques tips to use, disruptive behaviour will be managed with confidence.

Zuckereman (2009) emphasised that techniques of effective classroom management for promoting quality learning is crucial and that is why he stressed that effective classroom management techniques require proactive and reactive teachers in order to define and communicate their social and academic expectation to their students. Such involvement therefore can motivate the student to obey and accept the school rules and regulations. Classroom management techniques are a crucial part of the teacher's success in creating a safe effective learning environment for student's quality education.

Therefore teachers should know how to use and apply techniques that will allow and also help students to learn.

Promoting quality education through effective classroom management means creating an environment in which all students feel safe, respected and empowered with academic activities. Students will feel safe when they have the confidence that their ideas and perceptions are valued, whether or not they are correct. The teacher must promote politeness and respect students' perceptions and should address inappropriate student behaviour in a positive manner. Teachers can bring about effective and efficient learning in Upper Basic Schools in particularly in the North-Central Zone of Nigeria.

Zuckerman (2009) mentioned some classroom management techniques that can bring about improvement of our education, thereby enhancing efficient performance. The techniques are as follows:-

- i. Plan your lesson using the scheme of work as a guide, and present lessons from known to unknown.
- ii. Use proper introductory techniques or strategies to set students expectations at the beginning of every lesson and activity.
- iii. Delegate specific responsibilities daily to students (e.g collection of chalk, collection of marker pen, collection and distribution of books) and request for regular update and reports from such students.
- iv. Use incentives to motivate students and provide counseling services for those with deviant behaviours.
- v. Teachers should strive to create love and trust for their students and also listen attentively to their complaint, ideas and suggestions.
- vi. Arrange the classroom and manage the few facilities provided for students' usage.

- vii. Treat students cases justly and with equality without bias/partiality, set up positive behaviour for reward and punishment system.
- viii. Make rules and regulations simple and understandable, and be consistent in enforcing them.

Paul (2013) viewed classroom management as a strategy used in achieving effective classroom management. Melisa (2013) referred to techniques in classroom management as different ways to ensures effectiveness and efficiency in classroom Blair (2010) outlined the following principles for maintaining good classroom management techniques;

- i. Use of reinforcement and reward during lesson.
- ii. Provide adequate model of teaching.
- iii. Extinguish undesirable behaviour by failing to reward them.
- iv. Use punishment sparingly and wisely.
- v. Improve communication style in the class. To the researcher, classroom management technique is the ability of the teacher to plan, organize, direct, coordinate, supervise and control the teaching learning interaction in a sustained level.

2.4.2 Teachers Role in Classroom Management in Upper Basic Schools

Teachers are managers of their classroom and this is why classroom management is very important to every class teacher. If a teacher lacks the competence to create the setting of his class, then the class can become noisy and unmanageable during instruction. Oyinloye (2010) outlined the roles that teachers have to play in the classroom as; decorating the classroom, arranging the chairs, talking to the students and listening to their responses, putting the daily routine in place and then executing, modifying and reinstating them. In the same vein, Harold (2014) asserted that developing classroom

rules and communicating those rules to the students is part of the teacher's roles in the classroom management. However, making learning environment conducive and good for learning involves how a teacher manages both physical space and cognitive space. The way the teacher prepares the classroom physically could determine the level of students' participation in lesson.

An effective teacher is expected to create classroom management practices that will make the students see the need for learning. This could happen when the teacher develops plans of what to achieve and rules and procedures to be followed by both teachers and students especially at the beginning of the term.

Lewis (2010) opined that setting limits for students to make them behave better and know what to do is important. In the same line, Jones (2015) asserted that teachers must monitor both students' behaviour and learning by maintaining eye contact especially, when students appear stuck, when they need help, redirection, correction and encouragement. In order to maintain an effective classroom management, teachers must always check students' understanding. Teachers must always anticipate learner's actions and reactions during a lesson in order to deal precisely with any problem that could occur.

Kelly (2011) outlined five (5) criteria of classroom management domains a teacher should follow to get a good and well managed classroom. These domains are:-

- i) The teacher must be academically sound so that students will not lose faith in the teacher.
- ii) The teacher must be able to manage his/her time very well.
- iii) Discipline:- Always maintain good discipline in the class.
- iv) Relationship building:- To be effective, a teacher must build relationship with students, parents, administrators, and community.

- v) Job protection: - the teacher must always be in the classroom to protect the interest of his job.

In conclusion, these domains or techniques are important and can help a teacher achieve a better classroom management devoid of any disruption. Additionally, in order to have an effective classroom management technique or strategy, Jones and Tones, (2012) suggested five main skills as follow:

- I. Developing a solid understanding of the students' personal, psychological and learning aspirations.
- II. Establishing positive student: teaching and peer relationship that aid students' psychological needs.
- III. Using instructional methods that facilitate optimal learning by responding to students learning needs.
- IV. Using organizational and group management method that maximize students on task behaviours.
- V. Lastly, using counseling and behaviour method that involves students in examining and correcting their inappropriate behaviours.

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

2.4.3 Classroom Management Techniques in Nigerian Upper Basic Schools

All educational plans of a school involving teaching and learning take place in the classroom. Ignatius (2011) is of the view that the classroom is the meeting point for both

teachers and students where curricular activities are implemented. Education objectives cannot be fully achieved without the use of conducive classroom environment, the classroom is characterized by a network of interpersonal relationship directed at the attainment of educational goals.

Discipline often comes to mind at the mention of classroom management, but the crucial component of teaching is much more. Classroom management creates a set of expectations used in an organizing classroom environment. It includes routines, rules and consequences effective classroom management paves the way for the teacher to engage the students in learning. A disorganised classroom without routines and expectations makes it difficult for the teacher to do his/her job. Students don't know what to do, so they might get off tasks or cause disruptions. When the teacher is constantly redirecting students on handling behaviour problems, he/she loses crucial teaching time. Classroom management helps create an organized classroom environment that is conducive for teaching. Classroom management is also important because it helps in efficient use of time.

Albert (2013) opined that classroom management skills create consistency for students, that is, the students know what to expect every day when it comes to the routine activities. He further stressed that classroom management also helps to curb misbehaviour in the classroom, that is effective classroom management gives the students little time to misbehave. Conclusively, classroom management is important to the whole education process because it offers students an ideal learning environment, helps prevent burn out and makes students and teachers feel safer and happier. Classroom management involves discipline and rules. It also entails organization routine with which students come to feel comfortable, and embrace positive attitudes on the part of teachers and students.

Ben (2016) opined that for classroom management to be effective the teacher must establish good relationship with the students and design behavioural standards. He further stressed that the teacher has to train the students on how learning takes place in the classroom. On the other hand, James (2016) asserted that it is the role of teacher to protect and leverage the time, that is, the teacher must prepare materials and know how to move students from one activity to another without wasting time. Another role of teachers in classroom management is to establish behavioural standards, these standards should promote learning as well as consequences that diminish or eliminate behaviours that impede learning (Robert, 2016).

Classroom management includes all the efforts teachers make in the following areas, organizing the students, coordinating their activities, monitoring their behaviour, ensuring effective learning process, providing instruction through interactive communication, getting feed backs from learners, preparing and utilising instructional materials in facilitating learning, maintaining discipline among learners, evaluating learning outcome, ensuring that the problems of above average learners are being solved, relating on a one-on-one basis with learners, being mindful of their basic needs, providing basic information to learners, assisting learners in developing coping skills, providing an exemplary behaviour for learners to imitate and generating interest among learners as well as reinforcing their performance through motivational techniques.

Anderson (2009) argued that classroom management pertains to the ways in which teachers promote positive, cooperative and task oriented behaviour and avoid misbehaviour and disruptive behaviour. In these regard, two key aspects of classroom management have been identified: preventing behavioural problems from occurring and reacting to behavioural problems. Once they have occurred, the latter aspect is often referred to as discipline, more effective classroom manager differs from less effective

classroom manager in their ability to prevent problems from occurring, not in their ability to react successfully to behaviour problem when they occur. The establishment of rules and routines and the use of certain teacher's behaviours are two factors associated with effective preventive classroom management. In general, rules are prohibitions on student's behaviour and, as a consequence, are often stated negatively. Do not talk without raising your hand is a rule used by teacher in many schools. Routines on the other hand are sequence of steps which students are to follow as they perform classroom activities that occur with some degree of regularity.

Akiri (2009) is of the opinion that routine established by teachers in many classrooms include those for entering and learning in the classroom, participating in class discussions or conversation with the teacher, completing and submitting home works, and taking quizzes and tests. In order for rules and routines to be effective, they must be planned in advance, be relatively few in number, be communicated clearly to students and have explicit consequences if they are not respected. Compliance with the rules and routines and must be monitored, praised and should be given appropriately to those students who do comply, and sanctions or punishments consistently meted out to those who do not comply eventually, explicit and meaningful rules and routine should enable students to behave appropriately without direct teacher supervision and interaction, the teacher's goal is to develop students inner self control, not merely to exert control over them. Good (2007) is of the opinion that the behaviour associated with preventive classroom management include group alerting, over-lapness, momentum, accountability, providing varieties in seat work. Classroom management therefore must not be seen as an end in itself but as a contributing factor in enhancing students' academic performance.

Doolittle (2008) described classroom management techniques as the action a teacher takes to create an environment that supports and facilitates instructions as well as

that of regulating social behaviour of students. Teachers in the classroom are by the nature of their profession, managers of classroom activities. The classroom teacher's job unlike that of other professionals is concerned with maintaining order, allocating resources, regulating the sequence of events and directing his own attention towards achieving educational goals. Classroom management plays an important role in the teaching and learning process. It is a veritable tool in the process of passing instructions from the teachers to the students, the success of any educational system is a function of the effectiveness of classroom management. Classroom teachers are managers and so ought to be in control from the beginning of the lesson to the end so as to ensure that the students benefit from the interactive business that transpires in the classroom situation. This to a greater extent would enhance smooth cooperation and responses on the part of both the teacher and the learner.

Today, classroom management techniques as opined by Akpakoy (2007) is the most neglected area in upper basic schools, and the success or failure of any teaching and learning process depends to a large extent on the way classrooms are managed. Akpan (2007) concurred that failure to effectively manage the classroom can have an overall negative influence on the entire school, most especially in terms of sound academic performance of the school. When education talks about classroom management, some of the first things that come to mind is maintenance of discipline, control, motivational teaching methods, leadership styles, use of instructional materials and communication. Recent happening and occurrence at the level of secondary school and even other levels of education have left many schools in panic today and the North-Central geopolitical zone is not left out. The teachers find themselves in the classroom filled with students who are disposed to violence, not only to their fellow students but to teachers also. In a

bid to control this tendency towards violence, indiscipline and noise making becomes the order of the day. Careful management of the classroom is therefore important.

Venkat (2011) is of the opinion that effective classroom management techniques is an essential ingredient that promotes and enhances good teaching learning environment which eventually lead to quality secondary education. The teachers and other members of staff must co-operate 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 students social skills, teachers must conceptualise the process of teaching and understanding classroom management principles for making professional decisions on class management. A well-managed classroom should strike a balance between consistent disciplines and praise in a school system. Where good classroom management is lacking, there is likely to be chaos which affects teaching-learning process and the standard of students performance, hence a good teacher should be acquainted with such problem, be able to prevent and find solution to such problems in order to promote quality secondary education. The most crucial of all problems is an overcrowded classroom which constitutes a serious problem in many school systems, particularly in urban areas where space for new construction of classroom is at a premium and funding for such construction is limited. As a result, students find themselves trying to learn in overcrowded classrooms, where 60-80 students occupy a classroom as seen in some secondary schools in North-Central Zone of Nigeria. Overcrowding in the class leads to noise making restlessness and loss of interest in lessons. Teachers spend much time controlling and managing the students instead of teaching, thereby making the teaching-learning, process cumbersome especially in group work and c-operative learning.

Scheder (2011) linked teachers' effectiveness and teachers attrition to the condition of the school in which they teach. Arogunde and Bolarinwa (2012) in their study revealed that poor teacher student relation, poor motivation, inadequate physical facilities, and teachers work environment in terms of conducive environment are major constraints to effective classroom management. Other problems of effective classroom management include classroom structure, instructional delivery method, lack of teacher's preparation and so on. To him, classroom structure means the physical settings of the classroom. It constitutes management, behavioural problems due to inadequate numbers of furniture, lack of space between furniture, inadequate chalkboard, poor ventilation and lighting, the size of the classroom and also sitting arrangement.

Instructional delivery method on the other hand has been identified as one of the major factors that constitutes classroom management problems. The teacher who uses only one method of teaching without varying his methods makes the lesson boring and un-interesting to the students. Teachers' insufficient knowledge of subject matter and poor communication cause inappropriate behaviours and poor academic standard which is obtainable in upper basic schools especially in North-Central Zone. Lack of teachers preparation is one of the many problems bedeviling effective classroom management, to him, many teachers have no comprehensive information to apply to the management of students behaviour problems in the classroom, instead they employ various ideas about discipline from disparate sources. Teachers training institutions which put emphasis on pedagogical methods, and content knowledge does not do much to ameliorate this situation. There should be a programme/course on classroom management problems and solutions in teacher training institutions so that such problems will be properly identified and handled. Thus, many teachers embark on their career without having mastered an effective approach to managing students in the classroom. Some classroom management

problems which have resultant effects include absenteeism, noise making, rudeness, disobedience, naughtiness, truancy, restlessness, inattentiveness, boredom, fighting, verbal and physical abuse, sleeping, untidiness and refusal to do assignments. But again teachers are expected to take some proactive steps in order to prevent classroom problems for quality and effective academic performance in upper basic schools especially the North-Central Zone of Nigeria. Teachers and students sometimes perceive things in different ways and these differences in perception constitute a management problem, to reduce these differences and in order to be effective and promote quality teaching and learning, Henson and Eller (2007) opined that teachers must be proactive, facilitative and imaginative. Henson and Eller (2009) concurred that the under listed strategies will prevent classroom problems in our Nigerian secondary schools.

- i. Providing instruction that use variety of models, approaches and activities consistently with learning objectives because young students typically respond positively to stimulation and variety in the classroom. These activities make students to participate actively in the lesson, and increase their attention span and motivation.
- ii. Instructions should be free of ambiguous and vague terms and interruptions. The instructions should be made simple from known to unknown.
- iii. Keeping thorough and realistic records of students' attendance and academic performances for the purpose of evaluation.
- iv. Knowing students names and calling them by their names will make them feel that they are part of the classroom organization.
- v. Encouraging students to work co-operatively in groups such as laboratory activities or small group projects.

- vi. Monitoring students carefully and frequently so that misbehaviour is detected early before it involves many students or becomes serious and redirecting the students to appropriate behaviour by stating what they should be doing at the applicable procedure or rule become challenging.
- vii. Challenging learners to greater achievement by involving students in the self-evaluating process.
- viii. Teachers can reduce inappropriate behaviour in the physical environment by changing the sitting positions of those students that are likely to exhibit classroom behaviour problems and ensuring that such students can easily get access to instructional materials and activities. There should be proper seating arrangement in which the teacher is close to all the students in order to direct learning as well as circumvent any inappropriate behaviour that will disrupt classroom activities. The teachers should also view the amount of furniture provided whether they are adequate or not for the students' population and classroom size.
- ix. Teachers who serve as models in term of behaviour will have positive impact on classroom management. This implies that the student will expect the teacher to be a role model (good example) of the expectations that he or she conveys. This is in line with the view of MC Daniel (2009) who opined that "values are caught not taught". Teachers therefore who are courteous, prompt, enthusiastic, patient and organized, provide examples for their students through their own behaviour.
- x. Involving learners in curriculum planning, and also keeping the curriculum interesting by varying presentation formats.
- xi. Probing into the students' background is a valuable step of solving classroom management problems. This is because students' indiscipline in school could arise

from the home environment and training to which the students were exposed to before coming to school.

- xii. Finally, rules, policies and procedures should be clearly stated and conveyed to the students.

2.5 Punishment Techniques as Classroom Management Techniques in Upper Basic Schools in North-Central Zone

Punishment is an action taken against an individual as a consequence of deviation from the school's code of conduct. Punishment can be effective in stopping unwanted behaviour. 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 child, who is being prepared to take up his or her place in the society. The use of punishment may have some undesirable self-effects which could hinder their development of self-esteem and self-identity.

Philip (2012) opined that punishment is the introduction of an undesirable stimulus (punishment) after a behaviour and cause the behaviour to decrease in frequency, punished behaviour tends to be discontinued when punishment is meted, for instance, Ade prepared a rather sloppy written paper, which he submits to the teacher (student behaviour). The teacher rebukes Ade for failing to be neat, informs him that sloppy written papers are difficult to read, and tells him to rewrite and resubmit the paper (punishment). Subsequently, the paper rewritten is less sloppy (the frequency of the punished is decreased).

The researcher views punishment as an act of correcting a wrong. Punishment serves as a negative form of motivation or reinforcement, the way in which both attain a degree of success depends upon the extent of usage.

2.5.1 Types of Punishment

There are different types of punishment. Here are some of the types that can be used in classroom setting.

i) **Lines:** Line is the practice of requiring a learner to write a stated amount, for instance, the student would have to write an appropriate phrase a certain number of times or the student is made to write an essay same number of times.

ii) **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 should not normally be required. For instance, detaining a student who misbehaves in the class not to go for break when others are going out for break.

If detention which is considered to be one of the mild punishment available in schools fails to cure students' behaviour, a harder punishment can be introduced especially in cases of more severe behaviours.

iii) **Time out:** Edwards (2010) asserted that time out takes place in a room away from the regular classroom. The room will be free from stimuli as possible so that the learners do not find being there preferable to the classroom. Students are required to stay in the time-out room for some designated time or until the desirable behaviour is terminated.

iv) **Suspension:** suspension is temporarily withdrawing a learner from normal school activities including class activities. Suspension involves in-school suspension and out of school suspension.

i. In-school suspension: Rosen (2015) opines that schools have designated locations or classrooms for suspension programme during the school day. In-school suspension is an alternative setting that removes students from

the classroom for a period of time, while still allowing him to attend school and complete the work.

- ii. Out-school suspension: Isah (2015) stated that students may be suspended by the principal after a fair hearing. Out of school suspension means that the students will have to be sent home for a period of time. In out of school suspension, the students' parents or guardians are usually notified.
- v) **Expulsion:** expulsion is the removal of students permanently from the school. However, this is generally the last resort. According to Loubert and Squelch (2010) expulsion may only be used in the case of any serious offence.

2.5.2 Punishment in Upper Basic Schools in North-Central Zone

Punishment is an area of interest which involves parents and teachers who feel the need for the authority in the school to define its limitation so as not to over step their bounds either in reward or punishment. Farrant (2014) emphasised that if reward and punishment are used wrongly it can cause the students to misbehave thereby creating indiscipline among students. Misbehaviour such as lateness, stealing, destruction of and throwing of stones, etc are acts that constitute rebellion and this can have negative effects on learning.

One of the means through which a teacher can maintain class discipline is through reward and punishment. According to Herbert (2011) the use of reward and punishment in the class helps to control disruptive behaviour and ensure orderliness. Ahmed (2010) asserted that punishment is the undesirable, painful or discomforting effect that results from misbehaviour. Punishment is an action taken against an individual as a consequence of deviation from the school code of conduct. Mark (2013) opined that punishment can be effective in stopping unwanted behaviour.

However, Bello (2010) is of the view that teachers should understand the pros and cons about punishment in the classroom, as schools frequently build punishing or aversive consequences into plans designed to help manage students behaviour. He further stressed that teachers sometimes find punishment to be effective as a classroom behaviour management tool, especially in the short term. Martens and Melder (2010) described punishment of any kind as strong behavioural medicine and should be used with care and compassion. He emphasised that before punishment techniques the teachers should consider whether the student behavioural problems are caused by a skill deficit. Knight and Roseboro (2008) believed that punishment has negative effects on children such as inducing shame, guilt, anxiety, increased aggression, lack of independence and lack of hearing for others, and greater problems with parents, educators and other children. In another vein, Afolabi (2013) defined punishment as introduction of an undesirable stimulus after a behaviour and causes the behaviour to decrease in frequency. Afolabi describes reward on the other hand as a positive reinforcement that encourages students to be more disciplined in the class.

Discipline is probably the most difficult and unpleasant part of the teaching profession. The teacher is faced with the challenges of educating, socializing, empowering and certifying students, but with the help of good teaching atmosphere, these challenges can be surmounted. Students' misbehaviour is a prevailing problem affecting schools not only in Nigeria but also across many nations around the world. Students' misconduct in the classroom interferes with learning and is thought to be precursor to later school dropout and similar negative social outcomes.

Indiscipline problems in schools are ranked as a major problem among students of secondary schools in Nigeria. Disruptive behaviour is a concern to schools and parents and to fellow students, whose education may be adversely affected, so it cannot be

ignored, and schools must tailor a well – understood sound behaviour and discipline policy. When schools effectively communicate rules, set high expectation and provided frequent feedback, the need for discipline will likely be infrequent.

However, action is occasionally required to correct a situation where a student has broken the rules or is not putting in the required amount of effort. The approach taken to the disciplinary action often determines its effectiveness. Many traditional approaches to discipline are negative, punitive and reactive, which result in bad feelings for all parties involved. A positive approach to discipline involves a process designed to solve performance problems and encourage good performance. The basic theory behind the positive discipline approach is that when a student is treated as an adult who must solve a problem, rather than as a child who must be punished, the student is more likely to respond positively and correct the problem.

Well before any disciplinary action is required, there must be acceptance and understanding of the rules of conduct and the disciplinary system by both teachers and students. Students should know exactly what is expected of them and what the consequences will be and more effectively the disciplinary action therefore is meant to tackle the root cause of indiscipline behaviour of the students.

2.6 Time Management Techniques in Upper Basic Schools in North-Central Zone

Time is a resource that affects all aspects of human endeavors. It is a resource that is extremely limited in supply and it is a factor that affects all stakeholders in the educational sector; students, teachers, administrators, supervisors etc. Ekundayo (2013) opines that instances now abound where teachers complain of lack of time to do certain things which they would have done. A good teacher must make effective use of his time for everything he plans to do.

Olaniyi (2008) opines that the most important asset a teacher should possess is the skill of managing his time as such, the skill will enable the teacher to devote a balanced attention to interpersonal relations and production. Naglier and Gottling (2007) stated that a maximization of the use of time for academic activities is required to enhance students' academic performances and attitude.

Time is a resource that affects all aspects of human endeavors. 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 so forth. Time is one of the resources that an administrator needs to manage efficiently in order to achieve organizational goals. The school administrator who coordinates the activities of the staff and students must be able to manage time effectively. The researcher views time management as a deliberate act to carryout schedules and task within a stipulated time allocated to each task or schedule.

Time management is a systematic application of common sense using strategies and techniques that can help one become more effective in both personal and professional activities of life. *Journal on Time Management (2008)* and *Business Dictionary* define time management as the discovery and application of most efficient method of completing assignment or work of any length in the optimum time with the highest quality.

Teachers and students who apply good methods of time management in whatever they are doing and using the stipulated time achieve good result. In Nigeria, time management is shown by the daily routine, which begins with morning assembly followed by lessons, midday meals, and the end of the school day which is marked with an assembly in some schools. They have time for lessons. The time table dictates when class begins when break occurs, and when a day's work is done (Fagbulu, 2010)

Time is a key intangible resource in the school. The limitation of a definite amount of time is identified by many teachers as one of the most serious constraint they face during effective teaching and learning. Olembo, Wanga and Karagu (2010) argued that the school programme includes numerous activities and processes which relate directly to effective learning. In this way, time management among teachers help them to allocate appropriate time for each activity, set time for planning the lesson by identifying the specific objectives of the instructions, and get time to organize a master time table and class time table.

In the same vein, Wilfred (2010) opined that the principal should allocate time for co-ordinating by supervising records of work, monitoring the content coverage and allocating time for the supervision of classroom teaching to see the effectiveness of the teachers. Lunnenbrg and Ornstein (2014) opines that time management strategies enable teachers to control time during effective teaching and learning process. Such strategies include: planning of lessons based on time allocated for each lesson and outlining the objectives to be achieved during the lesson. Teachers who are perpetually racing against time are seldom the most effective and it should be recognized that just thinking is not one of the most positive use of time, some teachers are always seen doing something hurriedly. Often, the urgency has arisen because they have failed to think ahead of time. The role of time management is stressed by Peters and Kegan (2013) who argued that economic use of time is important to teachers and the students. All teachers should have a complete control over time of all lessons through a time table.

2.6.1 Tips for Time Management

Rief (2006) stated that teachers should always be conscious of the time allocated for the lesson. She further enumerated some tips that can help teachers manage their time well and can make teaching more pleasurable. Some of the tips include:

- i. **Time Awareness:** Lack of time awareness is common among individual teachers and as such they should be aware of the time for each period and make sure that few seconds to the time, the teacher is already at the door step of the class.
- ii. **Avoid unnecessary action:** Teachers should avoid actions that are not relevant to the topic to be treated in order to avoid wasting time.
- iii. **Planning of lesson according to the time allocated for the period.** Managing time or making effective use of time requires techniques and good planning behaviours.

2.6.2 Techniques of Time Management

Time is one of the resources that needs to be managed efficiently in order to achieve maximum goal (James, 2011). The proper use of time is believed to be an important technique of classroom management. The management of classroom time is however a difficult task for most teachers, although it appears simple on the surface (Jones, 2013), Egjen (2008) opines that the goal of classroom management should not only be to maintain order but to optimize students' learning. He further divided class time into four categories, namely; allocated time, instructional time, engaged time and academic learning time.

Allocated time: Allocated time is the total time allocated for teaching, learning and routine classroom procedure like attendance and announcements. **Instructional time:** Instructional time is what remains after routine classroom procedure are completed. **Engaged Time:** Engaged time is the time when the students actively participate in learning activities. **Academic Time:** This is when the students participate in successfully learning activities that take place in the classroom. Effective time management in the classroom is a skill that teacher will need to develop over time through constant practice and thorough carefulness.

Mark (2012) identified three components of time management (i) setting goals and priorities, (ii) making lists and scheduling and (iii) preference for the organization of content. Effective time management reduces haphard delivery in the classroom. However, better time management will lead to effective teaching and learning in the class (Macan, 2014).

2.6.3 Time Management in Upper Basic Schools in North-Central Zone

Time management is an art and science. Everybody has to learn how to do it. Some people are quite skilled at it but not everybody. Time is a priceless resource. Time is the single resource that can't be changed; can't be taken back once it is used and is used completely at the appreciation of the owner. No one can control the moving of time but everyone is able to decide how to use it. Time management is self-management with an explicit focus on time in deciding what to do; on how much to allocate to the activities; on how activities can be done more effectively and on when the time is rigid for particular activities.

Time management is the act of arranging, organizing, scheduling and budgeting one's time for the purpose of generating more effective work and productivity. It is a priority based structuring of time allocation and distribution among competing demands since time cannot be stored, and its availability can neither be increased beyond nor decrease from that 24 hours.

Gerald (2005) defined time management as a set of principles, practices, skills tools and systems that work together to help you get more value out of your time with the aim of improving the quality of your life. Argarwal (2011) asserted that time management is usually a personal problem and if one instinctively knows what the right is, then there is no need to worry. Daily life is not actually a gamble, however, allocating time to every activity will help. Unlike other things, time lost never comes back. Time management is

focused on solving problems. Example of time management-related problems are: being unable to deal with distractions, the pressure of dealing with deadlines, procrastination, self-discipline, ambiguity of personal goals, not being able to say “No”, excessive social relations, indetermination, perfections and messy task.

Akomolafe (2009) stated that time really cannot be managed because it cannot be slowed down, speed up or manufactured. Mark (2008) believed that time can be managed because when one wants to solve the problem of procrastination; one needs to learn and develop time management skills. Procrastination may affect time management. Time is natural. However, people live and work or exist within time. Therefore, time rolls along with human existence.

Time management is as important as human and managerial resources in any organisation. From observation, poor time planners seem to be faced with low productivity, inefficiency, ineffectiveness, low morale, stress and frustration with themselves. Time is always available although it waits for no one, and is no respecter of gender. Proper time management becomes important in education especially in secondary schools, it suggests among other factors, how fast manpower can be available in the life of a nation. King (2012) identified various external forces confronting time and outlines them to be a combination of factors: challenge to one’s ability or expertise, which imposes an unwelcome demand on time, abilities and emotional reserves. It is important to note that time wasting inhibits getting things done. Achunie (2008) pinpoints time wasters in a school system as the numerous factors that influence time management practices. The following are noted: events that just come up. Various events that are not planned may come up within the school system, events like teachers’ strike, students’ unrest, sudden accidents, fire outbreak and many other emergencies can interfere with students’ daily schedule. These unforeseen issues can take days, weeks, months or a

whole term to resolve. These can lead to serious waste of time. However, there are many activities that unnecessarily consume time and its utilisation. These make time to be wasted or fly away without achieving much, what is mismanaged is wasted and cannot be gotten back.

Quek (2009) proposed that procrastination and periodization are probably the most common time management problems among students. To him, some students battle with procrastination due to lack of time management, especially when they cannot meet up with a given deadline. However, it seems everybody procrastinates, procrastination plagues people of all occupations and that we all procrastinate at one time or another in our life. Hence, procrastination is everybody's problem which implies that everybody delays in one way or the other. Though, the levels of procrastination vary from one person to another. The truth is that everybody has a way of day dreaming and a way of not respecting time; but some do it to the extent of abandoning urgent tasks. Students are also directly involved in academic procrastination, since at the beginning of a term, one in five students missed the first class, some sign up early but never show up, while others attend sporadically. Not all students are conscious that academic procrastination raises students' anxiety and sinks their self-esteem in view of the fact that time wasted can hardly be regained. Also, students don't feel there is the need to prioritize their work in order of importance. Akinwonmi (2015) asserted that some of the resources that affect students' performance were grossly inadequate and thus constituted severe challenges to educational goal of the school system and he further said that one of these resources is time management which teachers are included. Teachers' time management has significant impacts on students' performance. Nwadiami (2009) asserted that in Nigeria, students in secondary schools are guided by teachers and by their parents (home) to use

time by providing guidelines for time-management. Thus, teachers' time management is an important input to students' performance.

2.7 Seating Arrangement in Upper Basic Schools in North-Central Zone

Seating arrangement is an important aspect in classroom management and as such, the teacher at the beginning of every term is expected to make some certain decisions such as how to place the students' chairs and desks, where the teacher's desk and chair will be positioned, how to get a walk way within the class to avoid over clumsiness and whether it is appropriate to use a seating chart or not. While it is important for a teacher to place his desk and chair in the front of the class, the choice of where the teacher sits affects some particularly less motivated students. They may concern themselves with activities that are not related to what is being done in the classroom. It is pertinent therefore that the teacher sometimes vary his seating position to enable him or her have a perfect view of his students, meaning that he should be able to see how well seated each student is, their facial expression and how well they are composed. Placing the chair and desk at the back of the seat will also be of great advantage to the teacher. He/she will have opportunity of observing the students from the back row, straight and sideways respectively. Seating comfortably in the class enables the students to be effective in the classroom if the seating arrangement is sluggish, clumsy, overcrowded with no perfect walk way, it becomes a problem for effective classroom activities to take place.

Melissa, (2014), opined that there are four main seating arrangements that a teacher can choose from. They are as follows:

- i. Teacher can set up desks into straight lines. This is the normal way in which students desks are set up. In a typical class, you might have five rows of six students. The benefit of this is that it affords the teacher the ability to walk between the rows. The negative effect is that it does not really allow for

collaborative work if you are to have students work in pairs or teams then you will be moving the desks a lot.

- ii. A second way to arrange desks is in large circle. This has the benefit of providing ample opportunity for interaction but hinders the ability to utilize the board. It can also be challenging therefore when having the students take their tests or quiz in that manner, such seating arrangement can make it easier to for the students to chat, or even cheat.
- iii. Another method of classroom seating arrangement is to have students sit in pairs with two desks touching each other. The teacher can still walk down the rows helping students and there is greater chance for collaboration to occur. This method could also bring about cheating both in their class exercises, assignments and test because students sit in pairs.
- iv. The fourth method is to arrange students' desks in groups of four. Students in this regard are expected to face each other providing them opportunity for team work. However, in this seating arrangement, students might find it difficult to face the board straight. The challenge in this type of seating arrangement leads to excessive cheating.

Most teachers especially in secondary schools opt to use rows for their students but have them move into the other seating arrangement if the need arises. The teacher as a matter of fact, studies his students to know those ones with deviant behaviour in order to have such ones in the front row to avoid some mischievous acts.

There is however a couple of ways teachers can set up initial seating chart, which are: teachers can arrange students alphabetically, this is a simple way that makes sense and can help teachers learn their students' names. Another seating arrangement that teachers can utilize is to alternate girls and boys. This is another way to divide the class.

Students can also be allowed to choose their sitting position, but care must be taken on the part of the teacher to supervise the seating arrangement to avoid a situation where students with deviant behaviour destabilize the peace of the class. The last one is to have an effective classroom, meaning that he/she has to be at alert constantly to avoid what can mar the class.

Effective communication in the classroom is essential to the success of both the students and the teachers. The kind of communication as well as the amount of the communication that occurs in the classroom has long been thought to be partially a function of the seating arrangement of students. While there are infinite number of ways of arranging a classroom, Rosenfeld (2010) identified traditional arrangement as a type of seating arrangement. For classroom, typically consist of about five or six perfectly straight rows, each containing five to seven chairs of equal distance from each other. In spite of development in lighting which make the straight row arrangement unnecessary, this traditional arrangement persists, in fact, it dominates. A recent survey in classroom seating arrangement on a university campus found over 90 percent of the classrooms to have this seating arrangement.

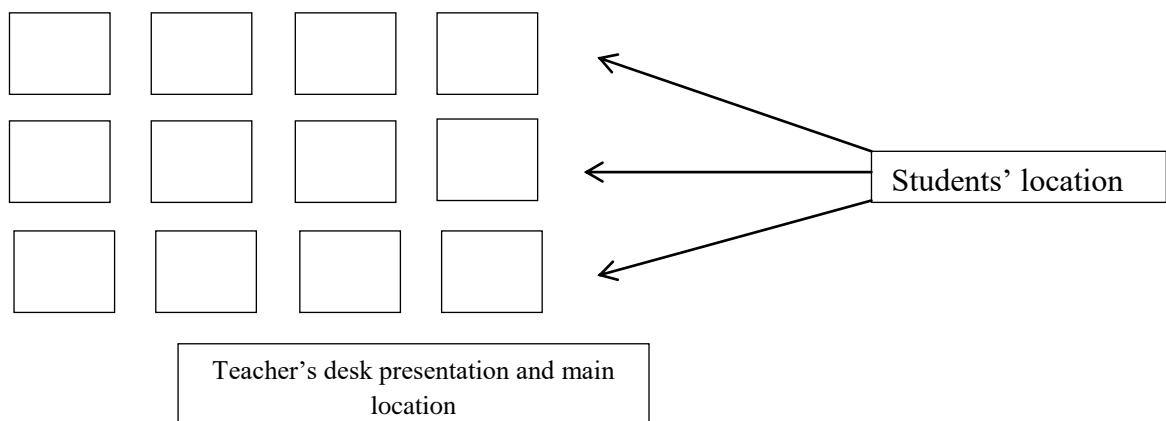
The horse shoe according to Rosenfeld (2010) is frequently employed in smaller classes such as seminars. Some rooms are not physically conducive to this arrangement for larger classes because of the dead space in the middle. Consequently, a double horse shoe, two semi-circular rows with one inside the other is also frequently observed. Besides, the modular arrangement is found mostly in specialized classrooms (For example, Home Economic and Science Laboratories) and in classrooms at the lower elementary school levels.

2.7.1 Types of Seating Arrangements

1. Alternative Seating Arrangement

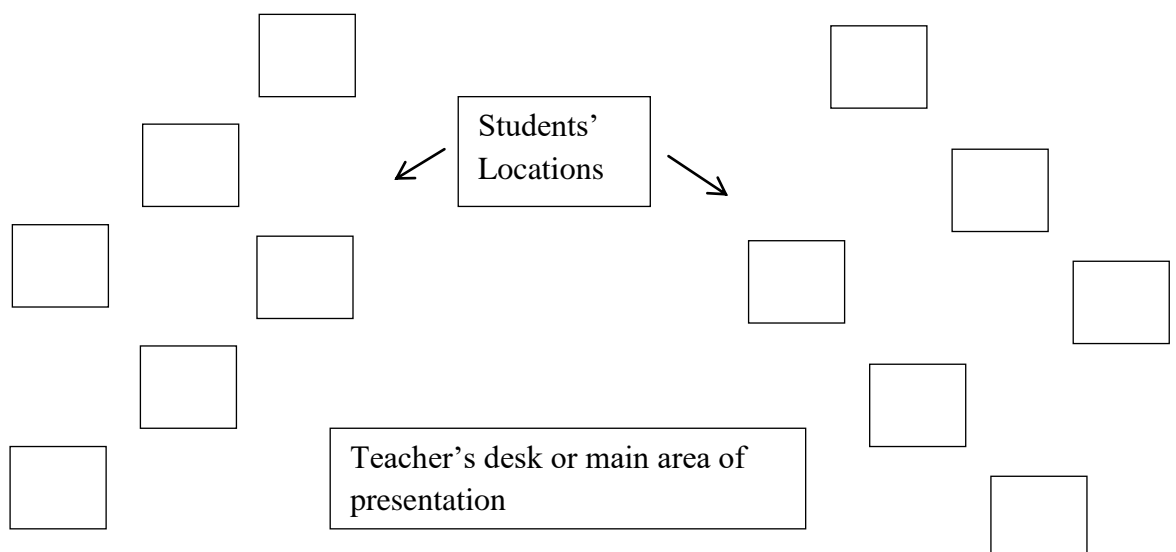
Although in theory countless types of seating arrangements can be used in a classroom setting, four of the most popular types are: row, herringbone, U-shaped and group seating arrangements. It was found that each style had certain qualities which made it more or less desirable in a particular setting. For clarification, the four types of arrangements are diagrammed in figures 2.1-2.4.

Figure 2.1: Row Arrangement: The figure 2.1, shows the row arrangement of the students' location and teachers' desk and main presentation location in the classroom.



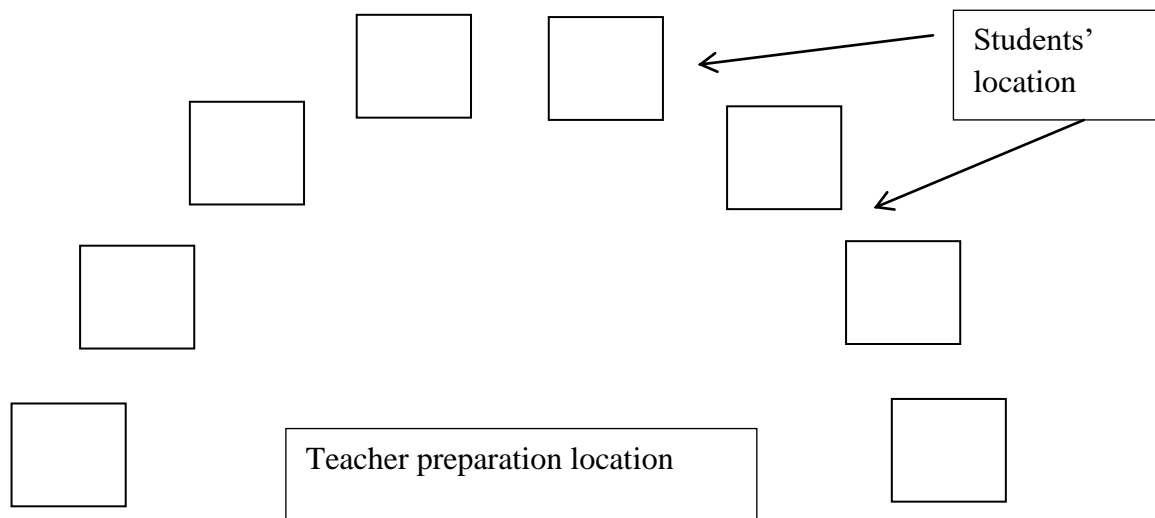
Source: Rosenfeld (2010)

Figure 2.2: Herringbone or Split Half Arrangement: The figure 2.2, shows the Herringbone or split half arrangement of the students' location and teachers desk main area presentation.



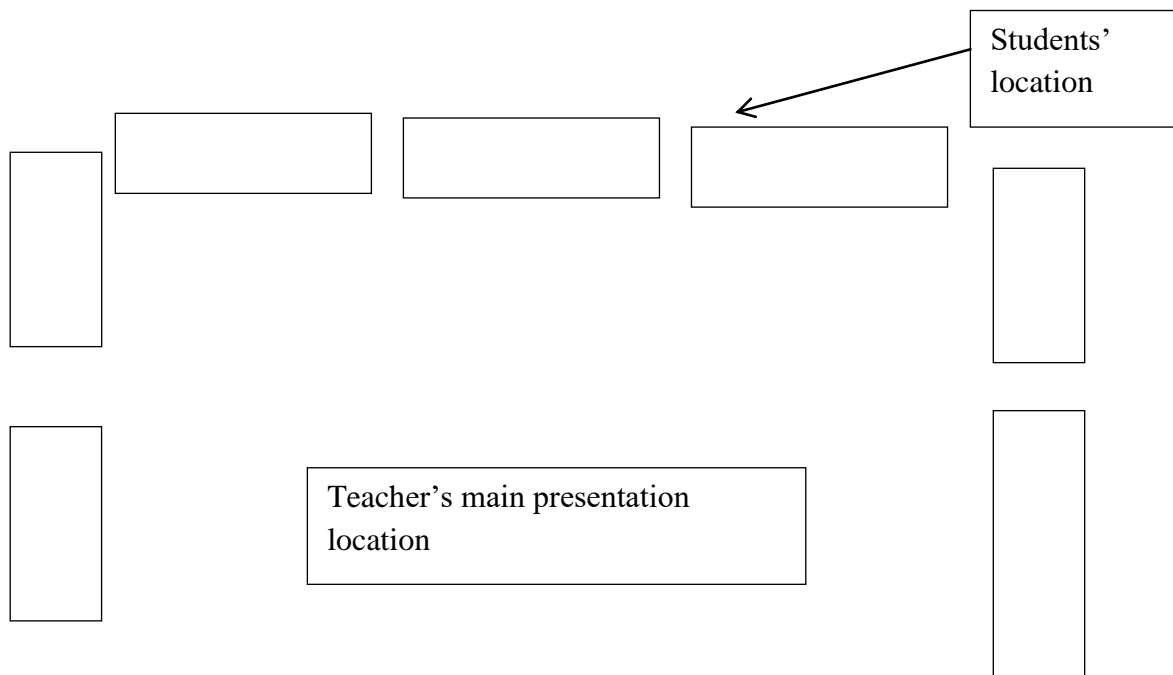
Source: Rosenfeld (2010)

Figure 2.3: U-shaped Arrangement: Figure 2.3, shows the u-shaped arrangement of the students' location and teacher's preparation location in the classroom.



Source: Rosenfeld (2010)

Figure 2.4: Table Arrangement: Figure 2.4, shows the table arrangement of the students' location and teachers' main presentation location in the classroom.



Source: Rosenfeld (2010)

Ridling (2004) noted many interesting observations of the various arrangements of students. There was evidence that interactive teacher talk behaviours increased and were affected by seating arrangement. Most of the time, herringbone and U-shaped arrangements tended to have the same effect. In both cases, when desks were arranged in either the herring bone (also referred to as "split-half") or U-shaped, there was greater interaction between the teacher and the students and between the students themselves. These results suggest that seating arrangement influences participation, thinking and appropriate comments which in turn can have a positive effect on learning. This type of interaction also seemed to enable teachers use the behaviours in ways that made their lesson presentation more active and collaborative among students. The U-shaped arrangement also allowed for easier classroom discussion, students presentations and role playing activities (Bonus, Riordan, 2008). The results, however, need to be complemented by the teaching style. It was found that teachers who prefer herringbone and U-shaped arrangements were the same teachers that have a higher tendency towards indirect teacher talk behaviours. A classroom where debates are possible and interaction is encouraged would benefit from these arrangements. The teachers who were found using the row arrangements preferred direct teacher talk behaviours, such as lecturing and giving directions. This type of instruction however is certainly influenced by the lesson content being presented. The difference between a high school debate class and a mathematics lesson will present two different needs for instruction. "Teachers in the U-shaped or split half seating arrangements lecture in significantly fewer frequencies than in row seating" (Ridling, 2004, P.7). So it seems that certain arrangements lend themselves more easily in certain situations than others, depending on the style of the teacher and the goals of the classroom.

Rose (2008) suggested that teachers could also consider changing classroom arrangements to meet specific needs of the lesson. For example, if a particular lesson was on biofuels or if students were to debate the advantages and disadvantages of boarding schools and day schools, a different classroom arrangement that lends itself more favorably to discussions could be employed. This type of thinking allows the classroom to become more active in helping students learn. Instead of the classroom being an obstacle, it can be a tool to facilitate certain goals of the teacher. It is important to note that while certain arrangements tend to have greater dispositions to various types of teacher student interactions, an important role is also played by the nature of the students, enthusiasm of the teacher, subject material, lesson content and other factors than solely the arrangement of seats.

Group arrangements can also be found in many Nigerian classrooms where students sit in tables of four to seven pupils per table. Much of the researches concerning groups originates from England where group arrangements are common, especially at the primary level (Bealing, 2000). One study by Hastings & Schwieso (2005) looked at the effect of groups versus rows, especially the time on task for each arrangement.

2.7.2 How Seating Arrangements Affect Learning

The seating arrangement of a classroom has an effect on where students focus their attention. To use a non-teaching example, imagine you are out on a date- the traditional dinner and a movie, which part of the date do you expect to interact with your date more? Hopefully, over the dinner where you can look directly at your partner and read their body language. In the movie theatre the majority of our focus will be on the big screen. To take our metaphor back to the classroom, the movie theatre is a standard classroom with the traditional seating arrangement i.e. nice straight rows. Instead of the focus being on a movie however, the focus is on the teacher. This environment

encourages a teacher centered style of teaching. The teacher delivers the materials occasionally throwing out comprehension questions to the class by either calling on a random student or by throwing out a question to the class like a beach ball.

As teachers, when trying to encourage active participation and the use of language; we need to change the classroom environment so that it encourages this. In the group seating arrangement the students' are more engaged because they are interacting directly with their peers in a small group setting. If students do make a mistake the embarrassment is limited to a small group of friends who have also been making mistakes. This group model also effectively increases the numbers of students who can speak at any one time.

One of the best ways to change students' behaviour is to change the environment to support the behaviour you are looking for. If you are looking for a more interactive classroom with a higher proportion of students' engagement, the small group classroom model can provide a great deal of support. Some teachers do not have the luxury of movable desks or seats and so have to settle for the traditional layout. There are ways to get your students into groups even in these circumstances you must shape the classroom to how you want to teach, please don't allow it to shape you.

2.7.3 Seating Arrangements in Upper Basic Schools in North-Central Zone

Seating arrangement is filled with crises ranging from over population to lack of sitting facilities to mention but a few. In the midst of these challenges, teachers find it almost impossible to move around while teaching, therefore classroom seating arrangement has the potential to affect the level of classroom management and the rate of disruptive classroom behaviour concerns. Antecedent strategies at the individual level have received similar empirical support, and might include techniques such as altering the difficulty of academic tasks, providing choice of academic tasks, providing scheduled attention, and increasing the predictability of the schedule (Kern & Clemens, 2007).

Many students engage in disruptive behaviours during academic tasks because the task is too difficult and they do not possess the skills necessary to efficiently complete the tasks (Kern, Gallagher, Starosta, Hickman, & George, 2006). A simple antecedent strategy might match the assigned academic tasks to the student's instructional level, or reduce the length of academic tasks. Many students also engage in problematic behaviour during academic work because the work is uninteresting. A simple antecedent strategy involves offering a choice of academic tasks (Kern et al., 1998) or allowing students to select the order in which academic tasks are completed. Another strategy to prevent problematic behaviour involves providing scheduled access to adult or peer attention (Bambara & Kern, 2005). When students engage in problematic behaviour to gain attention, providing attention routinely in the absence of poor behaviours may help reduce the behaviours. Finally, increasing the predictability of the classroom schedule may reduce problematic behaviour that occurs during transitional times (Kern & Clemens, 2007). This might involve the use of visual schedules and numerous warnings before transitions times.

Classroom seating arrangement has the potential to affect the level of classroom management and the rate of disruptive classroom behaviour (Wannarka & Ruhl, 2012). Classroom seating arrangements are usually under teacher control, and thus the teacher may choose from a variety of arrangements depending on the physical structure of the classroom and the goals of the classroom activities.

There are numerous types of seating arrangements available to choose from, including rows and columns, groups, semi-circles, and pairs. However, there is little to guide teachers in their selection of an arrangement, as the experimental research in this area is sparse and contains methodological limitations. As noted by Marx, Fuhrer, and Hartig (2009), there is little research in general examining the physical aspects of the classroom setting. Nevertheless, this is an important consideration because the physical

arrangement of the classroom can contribute to appropriate behaviours, disruptive behaviours, and overall academic achievement (Wannarka & Ruhl, 2008).

When deciding which arrangement to use in the classroom, there is suggestion that teachers should allow the nature of the task to guide the selection of the seating arrangement (Wannarka & Ruhl, 2008). In a similar study by Marx et al. (2009), researchers examined the effects of the traditional row and column and semicircle (i.e., all desks formed a half circle) arrangements on students participation during a teacher directed lesson in a single class of fourth graders. Prior to the study, students were seated in tables, which consisted of two desks grouped together. The target behaviour of interest was question asking. Results indicated that students asked more questions when seated in the semi-circle arrangement than when seated in rows, which supported their hypothesis that interactive behaviours, such as question asking, are more likely to occur when seated in circular arrangements. However, the generalizability of the study is limited due to the small sample and lack of replication with additional, novel classes.

For tasks in which students are expected to work independently, the use of rows, is important as this is associated with lower levels of disruptive behaviour and higher levels of academic engagement (Wannarka & Ruhl, 2008). For example, Axelrod, Hall, and Tams (2009).

The effects of each arrangement on disruptive behaviour (i.e., talking without permission) were measured during independent seatwork. Results revealed significantly less disruptive behaviour when seated in rows than when seated in tables. The authors concluded that the row formation is superior to grouped seating for independent tasks because there are reduced opportunities to interact with peers and misbehaviour is more likely to be noticed by the teacher when desks are not clustered together. They also called for future research examining how differing amounts of grouped desks affect behaviour,

as a higher number of grouped desks would likely result in more inappropriate behaviour. While these two experiments appear to support the notion that row seating is preferable for independent academic work, the results are limited due to the small sample of participants in each study.

Similarly, Wheldall, Morris, Vaughan, and Ng (2010) reviewed two studies to compare the on-task behaviour of students when seated in rows versus tables during independent seatwork. Both studies included a single class of ten- and eleven-year-old students that were normally seated in a table arrangement. Each class was exposed to two weeks of table seating, two weeks of row seating, then two weeks of tables again. For both studies, tables consisted of groups of four or five desks; however, the row arrangement differed across studies. In the first study, the row arrangement consisted of two desks paired together and placed into rows, whereas in the second study, some children were paired together while some children sat alone in rows. Teachers were allowed to determine student placement during the row arrangement. On-task behaviour in both studies was defined as following directions, making eye contact with teacher when requested, and making eye contact with work materials when instructed to work. Disruptive, or off-task behaviour, was defined as talking without permission, being out of seat, and not following directions or working on the assignment. Results showed that on-task behaviour for both classes was 15% higher when students were seated in rows as opposed to tables. Researchers then analyzed students' data based on initial levels of on-task behaviour (e.g., high, medium, or low) and found that on-task behaviour showed the greatest increases for students with low initial levels, with little change evident for students with high initial levels. They reasoned that the classroom seating arrangement serves as a setting event for various types of pupil and teacher behaviours, with rows associated with more on-task, independent work behaviours and tables associated with

more interactive behaviours. However, it is difficult to interpret these findings due to flaws in the design. Many of the graphs are difficult to interpret due to the obvious trends in baseline, indicative of improving students' behaviour during the baseline conditions. The fact that neither study included a second row condition also makes it difficult to interpret these findings, as there were no opportunities to replicate the effects of the row condition. The small sample size also limits the generalizability of the studies. Finally, it is difficult to compare these experiments to others of its kind since the row arrangement was actually a paired arrangement and not a traditional row and column design.

In the only study of its kind, Bunnett and Blundell (2013), compared work quality and quantity in two classes of 10- and 11-year-old students when seated in either rows or groups. Both classes typically sat in a group arrangement, which consisted of groups of six desks (one group of four). Both classes transitioned from groups to rows (i.e., four rows of desks) then back to groups, with each period lasting two weeks. Work quality and quantity were analyzed across mathematics, reading, and language. Work quantity was measured by counting the number of questions or work cards attempted for each subject, whereas quality was measured by calculating the percentage of problems answered correctly. While the quality of work remained the same despite seating arrangements, the amount of work produced in all subject areas was significantly higher when the class was transitioned to the row arrangement. This suggests that while the row arrangement is superior for increasing on-task behaviours, it is not sufficient to increase the level of academic performance.

Bennett (2013) supported the idea that students' behaviour is influenced by the physical arrangement of the classroom. He suggested that the seating arrangement should change as the academic tasks changes so that the arrangement is consistent with the goals of the activity. For example, desks should be arranged in rows for independent work and

desks should be moved to groups for group-related activities. However, many teachers do not change the desk arrangement throughout the school day, despite the many transitions from independent work to group-oriented activities. In elementary schools specifically, there appears to be an incompatibility between the seating arrangements used and the nature of student tasks. Altering the classroom seating arrangement is a simple way to change the physical aspects of the learning environment to improve classroom management and students behaviour. This change can be easily accomplished by teachers and has the potential to largely decrease disruptive behaviour problems (Kern & Clemens, 2007). For example, when the goal of an activity is to complete work independently and quietly, desks should be arranged in a manner that promotes these behaviours and discourages other behaviours. When desks are arranged in traditional rows and columns instead of groups or tables, students experience less proximity to their neighbour, and naturally, there are less opportunities to interact with one another or engage in disruptive behaviour. Thus, altering the seating arrangement can be considered an antecedent intervention, because the triggers that may contribute to disruptive behaviours (i.e., peer proximity) have been removed or lessened, and therefore disruptive behaviours are less likely to occur.

2.8 Rewards in Upper Basic Schools in North-Central Zone

Reward is defined as the internal and external factors that stimulate desire and energy in students to be continually interested and committed to their studies, or to make an effort to attain a goal. Reward leads to sustained activity towards learning goals (Abayomi, 2014). Reward therefore is a technique in classroom management that describes alternative reinforcement.

2.8.1 Types of Rewards

There is no one ready-made familiar, strategy or set of techniques that can be used to motivate all students since what motivates one student at one instance may fail to motivate others. This is due to the fact that different reward techniques are appropriate and effective in different situations (Ademola 2010). It is important to arouse the students appetite with appropriate motivational techniques but motivation should be maintained and protected adequately to enhance students' performance (Donald, 2010). This shows that motivation needs to be actively nurtured. Ahmed (2011) enumerates some motivational strategies that can be relevant and applied in the classroom.

- i. Making learning stimulating and enjoyable
- ii. Presenting tasks in a motivating way
- iii. Setting specific learners goals
- iv. Protecting the learners self-esteem and increasing their self-confidence
- v. Creating learner autonomy
- vi. Promoting self-motivating learners strategies.

Self-motivating strategies are relatively not popular and underutilized. According to Abraham (2011) self-motivation can be characterized as a dynamic system of psychological control process that protects, concentrates and directs effort in the face of personal or environmental distractions and so learning and performance are achieved. This shows that the learners motivate themselves and thereby sustain their learning and performance.

Kaplan (2014) opined that to reward or not to reward positive behaviour in the classroom is a decision many teachers struggle with. He outlines the following types of rewards:

- i) Acknowledgement of positive behaviour through praising students verbally or with a smile or applaud. He further stressed that an acknowledgement plan can be designed and how the teacher wants to reward those behaviours can help in classroom management.
- ii) Tangible rewards such as gifts, stickers, and prizes can be used to reinforce appropriate behaviours that can have positive results since students tend to continue or repeat actions that are rewarded.

2.8.2 Rewards Systems in Upper Basic Schools in North-Central Zone

Reward is a factor required in the realization of the objectives of education in Nigeria secondary schools. Inadequate use of reward therefore may go a long way in decreasing students' interest in learning thereby affecting their performance (Oladimeji, 2011).

Okeke (2010), said most teachers hardly motivate their students through reinforcement. In the same manner, Rotimira (2009) said in trying to find out why some students do not perform well academically, it was discovered that lack of text books and infrastructural facilities in the school which is suppose to serve as a motivational factors to learning are lacking. However, Yusuf (2014) said that lateness to school, teachers absenteeism, poor environmental sanitation and dirty classrooms, shabbily dressed teachers, strained teachers-principal relationship, disrespect for school heads, poor student-teacher relationship, lack of personal commitment to duty and un-readiness of students to learning are due to lack of motivation.

Reward is one of the factors that educators target to improve learning, that is why Elise (2013) viewed reward as an act or process of motivating, the condition of being motivated, a motivating force, stimulus or influence, incentive, drive that cause a person or student to act and the effort to accomplish result. Students' reward is an essential

element that is necessary for quality education (Simpa, 2010). How do we know when students are motivated? They pay attention, they do their class task or activities, they ask questions and they appear happy and eager to learn (Bassey, 2012).

According to Davies (2014) students can be categorised as intrinsically or extrinsically motivated. Students who are motivated extrinsically exhibit a desire to learn. Many teachers believe that students motivation can be “jump started” by providing tangible rewards such as prizes and gifts, nevertheless, Mabel (2013) opines that tangible rewards produce short term changes and only serves as a motivation. She stressed that the use of rewards fosters competition. Duro (2010) asserted that if a teachers decides to use a tangible reward programme, it needs to be simple to manage.

Palmer (2007) enumerated five key ingredients in impacting students’ motivation and they are; students, teachers, content, method and environment. The students must have access, ability, interest and value education. The teacher must be well trained, must be focused and monitor the educational process. The teacher must be dedicated, responsive to his or her students’ and be inspirational. The content must be accurate, timely, stimulating and relevant to the students current and future needs. The method or process must be incentive, encouraging, interesting, beneficial and provide tools that can be applied to the student’s real life. The environment needs to be accessible, safe, positive, personalized as much as possible, motivation is optimised when students are exposed to a large number of these motivating experiences and variables on a regular basis, thereby leading to high academic achievement.

Bob (2012) opines that reward and punishment play a big and important role in the teaching and learning process. He went further to say that “reward and punishment are weapons of description and they have an important role to perform in the school and thus enhance students’ performance. Similarly, Okon (2010) described reward as an effective

technique in rewarding appropriate behaviour in the class thereby encouraging others in the class to be well-behaved. Behaviourists believe that rewarded behaviour of the students can have a positive effect on their learning and day to day activities.

2.9 Classroom Participation in Upper Basic Schools in North-Central Zone

Active classroom participation plays an important role in the success of education and students' personal development in the future (Fatar, 2010). Students' who are actively involved, reported higher satisfaction and higher persistence rates (Astim, 2009). Exploring classroom participation from students' perspective is important because it provides a firsthand account and insight into their feelings and perceptions. The students' perceptions are their own realities in experiencing classroom participation. James (2012) views classroom participation as a process of involving students in classroom activities.

2.9.1 Factors that Encourage Students' Participation

Zainal (2007) cited four influential factors that encourage students' participation in the class. The factors are as follows:

- i. Positive teacher traits: Teachers who understand students' traits make the students feel comfortable enough to share their answers or thoughts since they do not need to fear being scolded for answering wrongly. Teachers with a sense of humour make learning and participation fun for the students. Other traits exhibited by teachers like being open minded, approachable, nice, friendly and flexible in allowing students to challenge each other's opinion and accept a different point of view in class were seen as motivating factors by students.
- ii. Positive classmate traits: Having classmates who they know well and have the traits of being supportive of, influence students positively and prepare them to be more active in the class.

- iii. Engaging the entire class in content is another factor that influences students' participation when the lesson has an interesting topic and fun activities. For example; if students are engaged in role-play, fun activities make students feel excited about participating.
- iv. Physical settings also influence students' participation. Being comfortable in a classroom also help students' participation. He reported that students demonstrated more desire for participation when the teachers called them by name, and engage in positive nonverbal responses like cheering or clapping hands.

2.9.2 Factors that Discourage Students' Participation

There are factors that inhibit students' participation in the class, making them inactive or quiet in class. Jerry (2014) revealed that negative classmate traits affect the students in participating. Such traits as learning monopolising and not being cooperative. Also identified, are certain negative traits, such as poor teaching skills, being impatient and unapproachable, which deter students from participating. Also, non-conducive physical setting discourages students from participation. For instance, if the class does not have enough cross ventilation, it hampers students' active involvement in classroom activities. If the lesson is uninteresting and difficult to understand, it also affects students.

2.9.3 Classroom Participation in Upper Basic Schools in North-Central Zone

In contemporary times, teaching and learning should be more interactive. It is believed that many teachers hardly involve students in the learning process. However, classroom participation involves class activities the students are engaged in. Mensah (2011) outlined some techniques that can be used to keep students busy and on task while in the classroom. The classroom management situation can deteriorate if steps are not taken in advance to ascertain that students know what they are expected to do.

The following are several classroom management techniques that can prepare students for class activities.

- i. Be proactive:** The teacher must tell students exactly what type of behaviour is expected of them. The students must be told when they should speak or raise up their hands.
- ii. Practice:** After the students have been told what they should do, they should be engaged in constant practice of the task.
- iii. Establish consequence:** Before the class activity begins, the students should be made to know the consequences of not following directions or instructions.
- iv. Signals:** Have signals that will tell your students when the activity is drawing to an end.
- v. Circulate and supervise:** The period for class participation is not the time for a teacher to work on lesson plan but the time for the teacher to work around and listen to conversations to see what students are doing.

Elison (2012) opined that students are interested in learning when teachers use different techniques to involve them in the learning process. He stressed that active learning strategies serve a twofold purpose; such as they make the classroom dynamic, and other 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. Ojo (2013) asserted that active students' participation in the class serves as a useful tool to enhance students' performance.

Some experienced teachers have the problem of ensuring students' involvement in class activities. James (2012) opined that active learning and how the teacher will evaluate the quality and consistency of participation will help students realize that students' participation is an essential course goal. Elison (2012) defines active learning as

that which involves students in doing things and thinking about the things they are doing. He listed the following general characteristics strategies to use in active learning in the classroom:

- i. Students should be more involved in the activity than listening.
- ii. Emphasis should be placed on developing students skills.
- iii. During classroom participation, students' should be involved in critical thinking (analyzing, synthesis and evaluation).

David (2011) opined that for learning activities to be more efficient the teacher needs to organize his class into several sub groups rather than a single large group for a good classroom management. Intra class grouping arrangement in which students in each group work on a common task give students greater opportunity than whole class activities to interact with one another. He further stressed that group learning activities from one another have proven to be successful. Students can engage in cooperative learning activities in large group settings but when the class is divided into group sessions, students will benefits from each other particularly when students are teaching one another. Similarly, Kohn (2010) maintained that students' cooperation can be enjoyed when they are fully involved in classroom matters and activities. Thus, classroom participation can be effective when teachers encourage students' input.

2.10 Communication in Upper Basic Schools in North-Central Zone

Communication is as old as man himself, and therefore necessary for the achievement of goals and objectives. Communication is important because effective communication both in the classroom and outside leads to great performance. Communication is seen as the transfer of information, feelings and messages from a source to a receiver. It is a process of transmitting meaning from a sender to a receiver. It can also be a process of information exchange between two or more individuals to

persuade or change the behaviour of the other individual. It should be noted that communication can only take place if the receiver correctly understood the message passed across. Communication is very essential in the school system because whenever a decision is made in a school, it must be communicated to all its sub-systems. Communication, therefore, is used to persuade, instruct, direct, request, present, inform, stimulate or develop an understanding.

Communication is the transfer of ideas from the sender to the receiver. UNICEF (2010) defined communication as a process which assists in transferring information from the mind of an individual to the mind of one or more individuals for the purpose of establishing a common sense, commitment or oneness of thought. From this definition, it is apparent that communication is not a one way traffic, individual and groups must come together to communicate in order to bring about effectiveness.

Lesikar (2008) opined that communication is the ingredient which makes organization possible. It is the vehicle through which the basic management/Administrative functions are carried out. Managers and administrators are given direction through communication. Hardly an action is taken in any organization without communication. From the foregoing, it is clear that for any organization or institution to function adequately communication must be the watch word. Similarly, Lois (2013) opined that communication is a means by which thoughts and expressions are transferred from one person to another. It is indeed clear that communication is not just important, but necessary.

The researcher views communication as transfer of information, ideas and instructions from one person to another. Furthermore, effective communication in the classroom can only be achieved if the teacher uses appropriate communication skills through a proper medium or channel of communication.

2.10.1 Types of Communication

There are several ways school administrators could pass across messages in schools. John (2010) outlined the following as types of communication

- i. Oral communication
- ii. Written communication
- iii. Symbol/Sign(Nonverbal communication)

Oral communication involves the use of the spoken words either in a face to face setting or through telephone calls. Oral communication is often accompanied by unconscious use of body language. This method is often used and considered very effective in a school setting, because it is quick and complete in Interchange. It gives room for quick response once questions are asked. It is easy to clarify ambiguous issues before the impression is made, more importantly, it is easy to understand since there is facial contact between the encoder and the decoder. Odion (2014) opined that oral communication enables individuals or a large audience understand, assimilate, and interpret concepts in no less a time.

Ahmed (2011) stated that oral communication can bring about quick exchange of ideas and information that can foster effective teaching and learning in the classroom. On the other hand, effective communication can be achieved through face to face contact in the classroom. Although, good as it may be, oral communication can be fraught with distortions either by forgetting part of the message or by adding to the message. It is undependable and unreliable because the word of mouth can be denied easily. Above all, oral or verbal communication is mostly used in the school setting.

Written Communication

Written communication is the process of transferring the thought of the sender on paper as message or information to the receiver who can be an individual, group or

general public. Written communication can take many forms such as letters, memoranda, circulars, telegrams, annual reports, and manuals, procedures (textbooks, newspapers and other publications). For effective use of written communication, the sender should be conscious of the environment as well as the target audience. Thus, the sender should make use of appropriate languages in order to promote understanding of the message and to avoid ambiguity.

Duke (2012) opined that written communication entails transferring of thought, expressions and ideas in written form which could be a textbook, novels, or other written documents. Andrew on the other hand describes written communication as a process of conveying ideas, knowledge and understanding to the decoder who will now use experience to understand what the encoder is trying to convey. With emphasis on the receiver, Adamu (2009) defined written communication as a piece of writing, embellished in a document for a literate audience. This method of written communication however, cannot be used with all categories of learners due to their maturity and level of literacy. More to it, it does not give room for interaction between the sender and the receiver to clarify difficult issues.

Symbols, sign or non-verbal communication, deals with the use of actions or signs to send messages from the sender to the receiver. It is one of the oldest methods of sending messages which is based on the premise that action speaks louder than voice. It involves the use of different types of signs such as facial expression, hand, eyes and other bodily signs to pass instruction to other people. The method is mostly used in the school for handicapped children. It can also be used for matured and well trained children. It is mostly used to teach moral issues and foster creativity among learners.

Idris (2008) stressed that symbols or signs communication has to do with conveying information or messages by means of bodily language such as use of eyes and

other parts of the body. Luke (2006) described symbols or sign communication as the use of action or signs to convey meaningful messages from the encoder to the decoder. Lois (2013) opined that sign communication not only involve the entire body to convey ideas, Information, directions, warning, to mention but a few, to the audience that are physically, challenged as well as matured and well trained audience.

2.10.2 Channels of Communication

Generally speaking, channels of communication or elements of communication are stimulus, sender, encoder, message, medium, decoder or receiver then, we have the feedback. All these channels are essential if effective communication is to be achieved. Jumare (2015) opined that in a school system, communication takes various forms or channels that can enhance effective administration. Such channels of communication are listed below;

- i. Staff meetings can be between principals, teachers, and other non-teaching staff.
- ii. School general assembly has to do with morning assembly where staff and students converge, Information are passed across to everyone.
- iii. Notice board has to do with a board put on the walls or outside the office to pass information to staff and students.
- iv. There are also written information or directives from supervisors, superior officers to staff both teaching and non-teaching.
- v. Announcement in the classes entails information usually passed across to students in their various classes.
- vi. Staff briefing is usually done by the head teacher and usually involves both teaching and non-teaching staff.

Abubakar (2015) further explained the factors that could bring about barriers to effective communication. They are:

- i. Inadequate skills in language usage: This has to do with inadequate mastering of language of communication to pass information properly.
- ii. Difference in language involves speaking of different languages that the receivers do not understand.
- iii. Ambiguity in language has to do with language that has no straight meaning.
- iv. Noise or unwanted sound.
- v. Inadequate loud voice, in an assembly. A loud voice is needed to pass information on especially when the population is large. So, if the voice is low and there is no microphone, this can result to misinformation to the students.

2.10.3 Communication in Upper Basic Schools in North-Central Zone

Effective communication is the soul of any organisation. In Nigerian secondary schools, communication needs to be guided with principles to enhance good classroom management. Jones (2010) explained that successful teaching implies effective communication. Generally, good classroom communication should include the ability of the teacher to express the idea clearly. He emphasized that teachers should select effective channels or mediums of communication. In addition to this, the teacher should reduce or eliminate communication barriers along the channel of communication. More so, the teacher's writing should be familiar to the students.

In the same manner, Andrew (2011) outlined the following principles to be considered for effective communication in the school. They are:

- i. **Credibility:** The receivers (students) must have confidence in the sender (teachers). The receiver must have high regard for the competence of the sender.
- ii. **Clarity:** The message and the language used must be very meaningful and simple so that the receiver may understand with relative ease.

- iii. **Content:** The message communicated must be meaningful and relevant to the receiver.
- iv. **Context:** The communication must give consideration to the realities of the environment. Provision should be made for participation and playback.
- v. **Continuity and Consistency:** Communication should be logical, systematic, and consistent. Ideas should be related and be integrated to give room for transfer of learning.
- vi. **Capacity of audience:** Communication must consider the capacity of audience in terms of availability, reading ability, disability and due receiver's knowledge.
- vii. **Channels:** The sender must make use of established channels of communication to avoid difficulty by the receivers.
- vi) **Attention:** Communication should take place when the receivers are attentive so that they will receive accurate message and ideas.
- ix) **Integrity:** There should be mutual respect and understanding between the communicator and the recipients. However, Mathew (2010) noted some of the problems confronting effective communication in schools as:
 - i. Individual difference; he said no two individuals are exactly alike, students differ in their ability to develop and apply basic communication skills.
 - ii. Credibility; if there is distrust, suspicion and lack of confidence between the sender and the receiver, communication will not be effective.
 - iii. The size of the school; the larger the size of the school, the less the effectiveness of the communication.
 - iv. Information overloading: This deals with difficulty in making communication due to excessive information. Many teachers give service

of information to the students that may make them not to adequately respond to them.

2.11 Application of Classroom Rules and Regulations in Upper Basic Schools in North-Central Zone

Rules are made in schools and classroom in order to define the expected standard of clothing, timekeeping and social behaviour. (Asaolu, 2010). The classroom is the main area that formal education takes place. For instructions to be effective, there is need for classroom rules that will help to regulate disruptive behaviours in the class. Yaroson (2014) asserted that in setting up classroom rules, students can be allowed to participate in rules formation themselves by having written classroom rules of conducts by themselves. This will motivate the students to behave well since they are part of designing the rules. In the same vein, the opinion that classroom rules should be considered and prompt are essential. This shows that every rule in the classroom should be a continuous process that will help to curtail disruptive behaviours. The researcher sees rules as being developed from guiding principles meant to facilitate instructions without major disruptions.

Ekweneme (2014) enumerated the following as criteria for creating rules in the classroom.

- i. Make rules acceptable to both teachers and students, rules should be responsible.
- ii. Begin each rule with an action word. Actions words serve as a reminder to students as to what they must do in order to exercise the correct behaviours associated with the rule
- iii. State rules in positive terms. This implies that students are expected to act in a natural and responsible manner. Example of a positive rule statement is walking in the hall, example of a negative rule statement, don't run in the hall.

- iv. Focus the rule on observable procedures. A rule must be observable in order to be measurable. An example of observable rules statement is, raise your hands to be recognized. An example of unobservable rule statement is, think before you speak. Observable rules are also measurable.
- v. Relate rules to work and safety habits. Rules should never specifically address academic achievement but they can reinforce the principle of development of good work habit and establishing a safe environment. Example of positive rule statement. Begin work on time.

Ahmed (2014) opined that for most teachers, the foundation of a managed classroom is a clearest set of rules and consequences.

Positive behaviours that can be taught in the classroom, every student needs to develop self-control, understanding how positive behaviours look and sound and come to value such behaviours. According to Yusuf (2013) teachers can help in classroom management, such practical techniques that can help in this regard are as follows:

- i. Establish clear expectation of behaviour from day one.
- ii. Teach students how to articulate their hearing goals for school.
- iii. Create classroom rules attitude that connects to students' goals.
- iv. Use techniques such as interactive modeling to teach positive behaviours.
- v. Reinforce positive behaviours with supportive language.
- vi. Quickly stop misbehaviours.

Adams (2011) asserted that rules in the classroom are meant to be obeyed until positive behaviours among students are achieved. This will lead to smooth running of the class management. Ado (2014) suggested that every teacher whether new or old should learn to give classroom rules at the beginning of the lesson in order to ensure achievable

performance on the part of the students and also the teacher and the learning process devoid of disruption.

2.11.1 General Classroom Rules and Regulation in Upper Basic Schools in North-Central Zone

Rules and regulations are made to guide students' conduct in school or classroom. He further enumerated some of the classroom rules that teachers, can use to guide the classroom; students are expected to be attentive and orderly while the lessons are in progress. Permission to ask questions or to exit class should be sought by raising of hands. Any flagrant violation of these procedures shall be punishable. Noise making or any act of disturbance or distraction during lessons shall be punishable. Chewing, eating or drinking are not allowed during classes in the classroom.

- i. Absence from school or lectures to class without clearance by parents or sponsors shall be a punishable offence. Such clearance shall be by the way of correspondence or verbal message delivered by the sponsors personally to the school management.
- ii. Students shall be expected to conduct themselves properly during classes. Quarrelling and fighting between students in the class shall be punishable.
- iii. Electronic gadgets such as phones, cassette recorders and other musical devices are not allowed in the class.
- iv. Every student shall be expected to be obedient and respectful to teachers and management. Rudeness and insubordination by any student shall be a punishable offence.
- v. Students shall be expected to maintain a good culture of cleanliness within the class, walking around while the class is going on, is prohibited.

Afolabi (2014) asserted that for most teachers in Nigerian secondary schools, the foundation of the management of classroom is a clear set of rules and consequences. He

further stressed that teachers need to establish general rules of conduct to ensure the classroom runs smoothly. Similarly, Omotayo (2013) opined that the general strategy is to have an idea of what rules are needed, this include the students in creating the rules as well as the consequences for breaking them. Omotayo recommended that teachers should devote a portion of the very first day of class to come up with rules and regulations.

In the same vein, Ademola (2010) stated that teachers need to determine how they will personally enforce the rules and consequences as well as how to handle conflict. This shows that strategy for creating rules could also be used to determine routines for each class. Classroom rules and regulations are very important to classroom management techniques because they will help to reduce disruptive behaviours in the class that can have effect on teaching and learning even students' academic performance, the more a class is noisy during lessons, the more nothing is achieved.

2.12 Review of Empirical Studies

Few studies have been conducted on perceptions of stakeholders' on the application of classroom management techniques in Upper Basic Schools in North-Central Zone, Nigeria and such related studies have been reviewed in the subsequent pages of this study.

Objective 1 of this study sought to examine stakeholder's perception on the application of reward management technique in Upper Basic Schools in North-CentralZone, Nigeria. This has a bearing with the study conducted by Asiya, (2011) "on Effective Rewards as Classroom Management Techniques for Secondary School in Delta State". The objectives of the study were to identify effective use of reward and punishment as classroom management techniques which are considered effective during lessons, and to examine the effects of teachers reward in classroom management

effectiveness on students learning. The research questions were answered using mean, while the hypotheses were formulated and tested using t-test and one way analysis of variance at 0.05 level of significance. The study adopted the survey research design. The population of the study was 3,000 including teachers and principals. The sampled size was determined using percentage and the sample size of 300 was used for the study. 300 questionnaires were administered, result obtained revealed that reward and punishment are effective in classroom management. Findings also revealed that teachers' classroom management effectiveness is a powerful motivator of students learning, therefore the p.value obtained from the study was 0.027 which was higher than that of 0.05 level of significant. The study recommended that school principals should constantly organize seminars and workshops for teachers so as to get them acquainted with the effective rewards as classroom management techniques. The study has similarity with the present study. The study reviewed has a similar objective with the present study, the difference is that the present study is on Upper Basic School North-Central Zone, Nigeria, while the study reviewed was in secondary schools in Delta state with the p.value obtained which was 0.027. The relevance of the study to the present study is that effective classroom management techniques is a prerequisite for achieving instructional objectives in the classroom. The findings of this study cannot be generalised since only a state was considered. The research conducted by Ekwueme (2011), tallied with objective 1 and objective 4 which sought to examine the application of reward as a management technique in Upper Basic Schools in North-Central Zone, Nigeria and assess the application of punishment in classroom management technique in Upper Basic Schools in North-Central Zone, Nigeria.

Another related study was carried out by George (2013), titled "Effective Rewards Classroom Management Technique and Students Academic Performance in Secondary

Schools in Uyo Local Government Area of Akwa-Ibom State”. The objectives of the study were to; assess the use of verbal instruction and how it can enhance students’ academic performance, examine the use of reward on the learners and its effects on students’ academic performance.

The survey design was adopted for the study. The population of the study was 2044 senior secondary schools (SS1) with sample of 200 students selected from senior secondary schools, students from five public secondary schools. The instrument used for the study was structured questionnaire. The instrument was validated by the researcher’s supervisors and a pilot study was conducted outside the study area. Pearson Product Moment Correlation Co efficiency (PPMC) was used to analyze the data. The findings of the study revealed that effective rewards were used by the teachers in the schools. The study showed a significant difference with the probability value of 0.001 which is lower than that of 0.05 significant level. There were similarities between the empirical study and the current one in that both of them focused on different reward classroom management technique. This review covers objectives 2 which sought to ascertain the perception of stakeholders on the application of classroom seating arrangement techniques in upper basic schools in North-Central Zone, Nigeria. The study reviewed here has a similar objective with the present study.

Mohan (2018) conducted a study titled “The Effectiveness of Classroom Seating Arrangements on Students Learning and Teaching Instructions in Higher school in Texas”. The Objective of the study was to examine effectiveness of classroom seating as it enhances classroom management techniques. The population of the study was 40 teachers and 400 students. The sample size was drawn using simple random sampling and 20 teachers were sampled with 100 students. The research design for this study involved a mixed method using both qualitative and quantitative approaches. As a qualitative design,

this study focused on comparing and contrasting five classroom seating arrangement in terms of their effectiveness and punctuality. The findings of this study showed that classroom seating arrangement is effective as it is seen in students and teachers relationship also in the findings, the physical classroom environment also help in the proper arrangement of the seat, as the p.value is .600 which is greater than 0.05 level of significance. The difference from the present studies was that the reviewed research was a study carried out in California while the present study focused on North-Central Zone, Nigeria. However, the similarity was that the present study shared the same objective with the objective of the reviewed study. The relevance of this study to the present study is that proper feedback are gotten from the students as teachers move around.

In relation to Rachel and Katly Ruhl's (2007) study which focused on the seating arrangement that promote positive academic and behavioural outcomes in elementary schools. The key objective was, to identify types of seating arrangements that promote positive academic and behavioural outcomes. The population of the study includes 100 primary school children, 150 secondary high school students and 100 school teachers. Simple random sampling technique was used to select 40 primary and 100 secondary high students and 300 teachers. The data collected through interview and close ended-questionnaires was used. Eight students were investigated in the study, at least two of the three common arrangements (i.e. rows, groups or semi circles) were considered. Result indicates that teachers should allow the nature of the task dictate the seating arrangement. The study recommended that teachers should take into consideration the seating arrangement before giving the students task to do.

The difference between the studies is that this study was carried out in California while the present study focused on North-Central Zone, Nigeria. The similarity is that the title of the research is in line with objective two of the study. The relevance of the

reviewed study to the present study is the idea or conclusion that seats are well arranged will stimulate learners.

Ahmed (2015) carried out a similar research titled “Application of Seating Arrangements as Classroom Management Strategies in Public and Private Schools in Pakistan. The objective of the study was to assess the use of seating arrangement as classroom management strategies in public and private schools, the study’s questionnaire used three point rating scale in term of yes, no and undecided. The population of the study consisted of 102 public and 150 private school teachers at secondary level. An appropriate sample of the study consisted of 50 teachers of each public and private sectors which was selected through stratified random sample technique. The analysis of data was made through percentage method. For the purpose of data analysis mean scores were calculated in view of teachers’ responses.

The findings of the study reviewed showed that, the seating arrangement is managed in both sectors, group activities and questioning techniques are utilized in both public and private schools, students’ behavioural problems are resolved and the students are monitored and rewarded. The p.value of 0.79 was obtained which is higher than 0.05 significant level. It was recommended that there should be consistency in quality of teaching during each class, teachers should develop a positive attitude to all the students and show trust in their action and intentions in the schools and teachers should observe students’ behaviour problems carefully deciding on which strategy to be used. However, this study was carried out in Pakistan (Asia), a society that may not have factors that are similar to that of Nigeria. Besides, his focus was a comparative study of public and private secondary schools.

Sunday, (2010) carried out a study on the relationship between effective classroom seating arrangement as management technique and students academic

achievement in Lagos state. The objective of the study was to examine the relationship between effective classroom seating arrangement technique and students' academic achievement in physics. The study was carried out in ten randomly selected secondary schools in Shomolu local government area of Lagos state. The population of the study was the whole thirty schools in Shomolu local government area of Lagos state. Descriptive survey design was used. Descriptive analysis was used for the study. Students' questionnaire and physics achievement test was the instruments used. The hypotheses were tested using ANOVA and T-test statistics. The findings showed that effective classroom seating arrangement management skills or technique have strong and positive influence on students' achievement in physics with the calculated p.value of 1.96 which was higher than 0.05 significant level. The study has relationship with the present study because it is based on effective classroom management strategies. The relevance of this study to the present study is that classroom management is an important aspect of classroom experience of teachers and if it is well handled, it will lead to successful teaching and learning, thereby bringing about effective academic achievement. However, this study differs from the present study as its focus was on a local Government in a state while this present study is focus was on North-Central Zone, Nigeria.

The reviewed study covered objective 3 which sought to determine the perception of stakeholders on the application of classroom group participation techniques in upper basic schools in North-Central Zone, Nigeria. The study conducted by Adeyemi (2018) has relationship with the objective of the present. The study has to do with the relationship between students group participation in school based extracurricular activities and their achievement in physics in selected secondary schools, in Lagos state. The study was carried out on the relationship between group participation in school based extracurricular activities and their achievement in physics. The samples used for the

research were selected randomly from four senior secondary schools in Mainland Local Government Area of Lagos State. A total number of 200 physics students comprising 100 females and 100 males students were used. Three null hypotheses were postulated and tested at 0.05 level of significance to find the relationship between students participation in school based extracurricular activities and their achievement in physics. The instruments used were students questionnaire and physics students achievement test (PAT). The data collected were analyzed using simple regression statistics analysis and the results of the findings showed that school based students' participation in extracurricular activities have significant influence on students' achievement in physics. Finally, it was recommended in the study under review that a larger sample from both rural and urban areas should be used by future researchers to give fairly valid results; importance of extra – curricular activities to the students should be highly emphasized. The difference between the present study and the previous study is that the study reviewed was in Lagos state while the present study was carried out in North-Central Zone, Nigeria. The similarity is that objective 3 of this study which sought to determine the perception of stakeholders on the application of classroom management techniques in Upper Basic Schools in North-Central Zone is in line with the topic of the previous research. The relevance to the present study is that students' participation and group participation need to be given more attention.

Fakaye and Temitope (2010) worked on classroom participation and study habits as predictors of achievements in literature-in-English. Students in the schools have confirmed the positive perception of stakeholders on classroom participation and what the study have on students' academic achievement in general. However, the extent to which each of these variables can predict students achievement in Literature-in-English in selected senior secondary schools in Ibadan North Local Government Area of Oyo State

can not be over emphasized. However, Five research questions were raised to guide this study. The study adopted descriptive research design of ex-post facto type. The sample comprised 500 senior secondary schools two (SS2) students from 10 selected secondary schools in Ibadan North Local Government Area of Oyo State. The Three instruments used for data collection were students classroom participation scale (SCPS) ($r = 0.79$), students study habits questionnaire (SSHQ) ($r = 0.76$) and literature in English achievement test (LAT) ($r = 0.74$). Data collected were analyzed using Pearson product moment correlation (PPMC) and multiple regression analysis. The results were interpreted at $p < .05$ the results revealed that; there was a significant relationship between classroom participation and students achievement in literature in English ($r = 135$, $df = 498$; $p < .05$); there was no significant relationship between study habits and students' achievement in literature-in-English ($r = .042$, $df = 498$; $p < .05$); there was a significant relative contribution of Participation on students' achievement in literature in English ($B = .131$), there was no significance relative contribution of study habits on students' achievement in literature in English ($B = .021$); there was a significant composite effect of classroom participation and study habits on students achievement in Literature in English ($B = .134$; $F_{498} = 4.663$; $P < .05$). The findings finally indicated that classroom participation was the only variable that predicated students achievement in literature in English. Based on the findings, it was recommended that teachers should allow students to contribute and share ideas freely among their colleagues while curriculum planners should suggest teaching and learning activities that could give room for students' active participation in class when designing literature-in-English curriculum. The difference between the previous study and the present is that it covered selected senior secondary schools in Ibadan, while the present study covers North-Central Zone, Nigeria. The similarity is that the objective 3 of present study which sought to determine the

perceptions of stakeholders on application of classroom participation technique in upper basic schools in North-Central Zone; was in line with the topic of the reviewed study. The relevance to the present study is that group participation is a determinant factor to students' achievements.

Ekwueme, (2011) undertook a study on the application of classroom participation as management technique on teaching and learning in secondary schools in Kano metropolis, the objective of the study was to examine the application of motivation on classroom participation, assess the application of punishment and reward on classroom participation. The population of the study was one thousand and twenty five (1025) public and private schools with fourteen thousand, two hundred (14,200) teachers while the sample size was determined using 10% and the sample size for the schools was 125 and the teachers 1420 and the total number for the study was 1,545. The data collected were statistically tested using simple percentage and descriptive statistics. Chi-square (χ^2) was used to analyzed the hypotheses at 0.05 level of significance. The finding showed that punishment has different techniques that can be used on behavioural problems and diverse ways of applying reward techniques as classroom participation enhanced teaching and learning with the p.value 0.018 which was higher than that of 0.05 significant level. The study has similarity with the present study because it centered on classroom participation technique and the relevance of this study to the present study is that in classroom management, teachers need to equip themselves with various techniques that will help in the management of classroom, so as to increase the effectiveness and efficiency of students in the classroom. However, while Ekwueme's study focused on Kano metropolis with the p.value 0.018 which is higher than that of 0.05 significant level, this study focused on the whole of North-Central Zone, Nigeria.

The reviewed study covered objective 4 which sought to assess the perception of stakeholders on the application of classroom punishment techniques in upper basic schools in North-Central Zone, Nigeria. The reviewed study has a similar title with objective 4 of the present study. Ahmed (2015) carried out a similar research titled ‘Application of Punishment as Classroom Management Strategies in Public and Private Schools in Pakistan. Its research findings showed that, punishment in the classroom is managed in both public and private schools in Pakistan, group activities and questioning techniques are utilized in both public and private schools, students’ behavioural problems are resolved and the students are monitored and rewarded in the achievement in both schools with the p.value 0.79 which is higher than that of 0.05 significant level. Therefore, if punishment is used wrongly it can cause the students to misbehave thereby creating indiscipline among students. The difference between the previous work and the present one is that it was carried out in Pakistan while the present study was carried out in North-Central Zone. The similarity is that both studies have similar objectives.

From the studies reviewed under Asiya (2011) Ekwueme (2011) and Ahmed (2015) whose findings showed that punishment if found effectively utilized could curb deviant behaviours and that students could be corrected through the use of different types of punishments, which is also in agreement with Ekwueme (2011) whose findings showed that punishment has different techniques that can be used in classroom management to enhance teaching and learning.

The reviewed study covered objective 5 which sought to evaluate the perception of stakeholders on the application of classroom time management techniques in upper basic schools in North-Central Zone, Nigeria. The study under consideration has similar objectives with the reviewed one.

Jason, Leob and Hajime, (2008) worked on “Principal Time Management skills: Explaining patterns in principal’s time use and effectiveness”. The objective of the study was to investigate principals’ time management skills associated with different allocations of time across job task areas and higher measures of job performance. Survey design was used and time management skills were measured using an inventory administered to 287 principals in Miami – Dade county public schools, in the United States. These measures were combined with time-used data collected during personal observations, subjective assessments of principal performance obtained from assistant principals and teachers and administrative data on staff and students provided by the district which were used to construct measures of “value-added” to students learning during each principal tenure. Time management relationship with time used, test score base and objective assessments of job performance were examined using regression analysis. Findings showed that principals with better time management skills allocate more time in managing instruction in the schools. The results also showed that performance is more positive when teachers have better time management. The study concluded that time management is essential in the school. The difference with the present study is that this study was carried out in Miami-Dade USA, the focus of the present study however, is on North-CentralZone. The relevance of the reviewed study is that time management should be a major priority to both old and new teachers. The similarity is that the study reviewed is in line with objective 5 of this study.

Kayode, and Ayodele, (2015) also worked on the “Impact of Teachers’ Time Management in Secondary Schools Students’ Academic Performance in Ekiti”. The study’s objective was to examine the relationship between teachers’ time management in secondary schools and students’ academic performance in Ekiti State, Nigeria. The population of the study included 500 secondary school teachers and 50 school registrars.

The sample sizes were selected using simple random sampling technique. An instrument tagged “questionnaire on secondary school teachers’ time management in Ekiti state, Nigeria (QSSTTM) was used to interview the teachers and the second instrument was an inventory on senior secondary school certificate examination results obtained from the registrars. Face and content validity were used to ascertain the validity of the instruments. The split half method was used to ascertain the reliability of the instrument and found to be 0.082. The data collected was analysed using percentage, mean, standard deviation and Pearson, product correlation analysis. The hypothesis was tested at 0.05 level of significance, the findings reviewed that there was no significant relationship between teachers’ time management and students’ academic performance, the level of teachers’ time management and academic performance was not moderate, this was seen as computed probability was 0.015 which is lesser than 0.05 level of significance. It was therefore recommended that teachers should improve upon their time management especially by being conscious about how to control their time. The difference between the previous study and the present study is that it covered a state while the present study focused on the North-Central Zone, Nigeria, Pearson correlation was used to test the hypothesis, while analysis of variance was used for the present study. There is a striking similarity between the title of the research here reviewed and objective no. 5 of the present study which seeks to evaluate the perception of stakeholders on the application of classroom management technique in upper basic schools in North-Central Zone, Nigeria

Muntaz’s (2014) study is on the application of time as classroom management technique in senior secondary school level in Pakistan. The study’s objectives were to determine the time classroom management technique in senior schools, assess the effective time technique that can be used in classroom to improve students’ performance and to make a comparison of the classroom time management technique used by public

senior and junior schools. Descriptive survey design was used for the study. The population of the study consisted of 102 public and 150 private school teachers at secondary level in Punjab (province of Pakistan). Sample of the study consisted of 50 teachers each from public and private sectors and were selected through stratified random sampling techniques. Questionnaire was used for data collection and the analysis of data was made through percentages.

The findings revealed that teachers use time management technique that help in teaching and learning thereby improving the performance of the students in senior secondary school level in Pakistan with the p.value 0.04 which is lower than that of 0.05 significant level. The present study shares similarity in terms of the topic of the research. The relevance of this study is that classroom management strategies or techniques are important because when classroom is properly put under control through the use of classroom management, students attention would be captured and this would in turn improve their performance, in the classroom and at the same time students' confidence will be heightened. However, this study also was carried out in a foreign land which may not have the same circumstance as in Nigeria especially the North-Central Zone.

Ekundayo and Kolawole, (2013) carried out a study on Time Management Skills and Administrative Effectiveness of principals in Nigerian Secondary Schools. The objective of the study examined time management skills and administrative effectiveness of principals in Nigerian secondary schools. The descriptive survey design was used for the study. The population consisted of all the principals and teachers of secondary schools in Ondo, Ekiti and Osun states. The sample comprised of 200 principals and 600 teachers randomly selected from the three states. The data collected were analyzed using frequency counts, simple percentage, mean and standard deviations.

The study revealed that the time management skills as well as the level of administrative effectiveness of the principals were encouraging. The study also revealed the factors that constitute impediments to the time management skill of the principals. These include the need to respond to emergency cases in the school, the need to respond to urgent calls from the ministry of education among others. The study further revealed the strategies that can be put in place for better time management among the principals. The computed probability p.value was 0.015 which is lower than that of 0.05 level of significance. This includes the need for the principals to identify their most consuming tasks and determine whether or not they are investing their time in the most consuming tasks. There is also the need for principals to determine whether or not they are investing their time in the most important activities and keeping readily accessible records of their appointments and tasks among others. The study focuses on principals' time management skills for administrative effectiveness while time management in the present study is an aspect of classroom management techniques that can be used to improve teaching and learning process to enhance students' academic learning. However, this study examined only the principals, while the present study focused on teachers' time management as a technique in managing a class.

The reviewed study covered objective 6 which sought to determine the perception of stakeholders on the application of classroom rules and regulations techniques in upper basic schools in North-Central Zone, Nigeria.

One of the objectives of the reviewed study has similarity with the present study. Ponfua, (2015) worked on the "Assessment of Classroom Techniques in Secondary Schools in Cameroon". The objectives of the study were to examine rules and procedures as classroom management techniques in secondary schools in Cameroon and assess communication skills in secondary schools in Cameroon. The study made use of

descriptive survey research design. The study was guided by two research questions and two null hypotheses. The population was 3,240 participants drawn from 120 schools of the public, lay private and denominational schools in four regions of Cameroon. The sample of 500 participants were chosen from 60 schools by applying equal probability sampling techniques. The instrument for data collection was structured questionnaire. Descriptive statistics which includes percentage and mean were used in answering the research questions while one way analysis of variance ANOVA was used to test the hypotheses at 0.05 level of significance. The results showed that appropriate communication skills is very vital in classroom management as it will help to curb deviant behaviours among the students. Also in the findings, rules and procedures are found effective in curbing deviant behaviours in the class. The study recommended that teachers should endeavor to always set rules and procedures to be followed before the lessons begins.

The difference between the previous study and the present study lies in the location. The study reviewed was in Cameroon while the present study explored the North-Central Zone, Nigeria. The similarity is that the study objectives are similar to the present study objective 6 which sought to examine the perception of stakeholders on the application of classroom rules and regulations techniques in upper basic schools in North-Central Zones and objective 7 which sought to determine the perception of stakeholders on the application of classroom communication techniques in upper basic schools in North Central, Zone. The relevance of the study to the present study is based on its recommendation that adequate knowledge of types of communication management techniques should be emphasized for all teachers, while both new and old teachers should have an idea on how to use rules and procedures to curb deviant behaviours.

Jordan, (2019) carried out a research titled “Impact of Classroom Management on Developing Rules and Expectations in Higher Schools in South California. The study’s objective was to examine rules and expectations as it affects students’ behaviour in the class. The population of the study includes 300 teachers in the province and 1,200 elementary school students. The sample was drawn using simple random sampling techniques with total sample size of 100 teachers and 400 students. Observations were used to observe the sampled students in the class while questionnaires were given to the teachers to fill. Descriptive statistics was used to analyze the data collected using percentage. The findings showed that designing and implementing rules and procedures has a profound impact on students’ behaviour and on students learning, noting that the average number of disruptive classes where rules and procedures were effectively implemented was 28% points lower than the average number of classroom disruption where there are no rules and procedures. The researches differ in their location. The similarity is that the research topic is in line with objective 6 which sought to examine the perception of stakeholders on the application of rules and regulations technique in upper basic schools in North-Central Zone. The relevance to the present study is that effective rules and procedures can ensure students maximizing positive behaviours.

Odekunle and Adeola (2015) conducted a research titled “Teachers’ Knowledge and Application of Classroom Rules and Regulations Techniques in Business Education in Nigeria”. The objectives of their study were to determine teacher’s awareness of classroom rules and regulations techniques and assess the extent to which business education teachers apply classroom rules and regulations management techniques. For the purpose of the study, two research questions were formulated which are to what extent are teachers knowledgeable about classroom rules and regulations management techniques? To what extent do teachers in business education apply classroom rules and

regulations management techniques? And only one hypothesis was tested at 0.05 level of significance.

There is no significant difference in the mean rating of teachers on their knowledge and application of classroom rules and regulations management techniques. The research used descriptive survey research. The population of the study was 86 teachers (lecturers) in three institutions in River State that offer business education, and purposive sampling was employed for the study. Data for the study was collected using an instrument (questionnaire) tagged “Teachers’ Knowledge and Application of Classroom Rules and Regulations Management Techniques in Business Education” (TKACRRMTBE). Mean rating was used to analyze the research questions and t-test for large group mean was used to test the hypothesis.

From the findings, teachers’ knowledge in classroom rules and regulations management and the application of classroom rules and regulations management techniques were not significantly different from each other and that most teachers are yet to be knowledgeable on issues about classroom rules and regulations management techniques with the p.value 0.01 which is lower than that of 0.05 significant level.

The study recommended that school managers should make provisions for teachers employed to be given detailed orientation on techniques of classroom management techniques, resources to make classroom rules and regulations management possible should also be provided and teachers on their own should make effort to equip themselves with the knowledge of classroom rules and regulations management and apply the techniques involved. The relationship between the two studies is that, both focused on application of classroom rules and regulations management techniques.

This review covered objective 7 which sought to examine the perception of stakeholders on the application of classroom communication techniques in upper basic

schools in North-Central Zone, Nigeria. One of the objectives of the reviewed study has similarity with the present study. Onele's (2013) study focused on effective classroom management strategies in selected secondary schools in Owerri South, Imo State. The study's objectives are to examine communication skills as classroom management strategies in selected secondary schools in Owerri South, ascertain the role of rewards in classroom management strategies in selected secondary schools in Owerri South. Descriptive survey research design was used in which the quantitative data were collected through 24 item questionnaire. The population of the study was 4,250 students, 6,000 teachers and 70 principals meanwhile simple random sampling techniques was used to select 270 students, 600 teachers and 30 principals. Data were analyzed using mean and standard deviation. Analysis of variance was used for the 2 hypotheses stated. The findings revealed that proper medium of communication can improve classroom management strategies and curb deviant behaviours. The study also revealed that reward plays an important role in classroom management but most teachers do not make use of reward as classroom management strategy. The study recommended that teachers should be trained through seminars and in house workshops on classroom management strategies. The difference between the previous study and the present study is that the present study covered North-Central Zone, while the study reviewed covered Owerri South. The study's objectives are similar to objective 7 and objective 1 of the present study. The relevance of the previous study to the present study was that classroom management strategies or techniques play a key role in the delivery of school lessons.

Hope (2013) conducted a similar study titled "Perceptions of Stakeholders on Communication Process as Classroom Management Strategies in Junior Secondary Schools in Nnewi Metropolis in Anambra State. The following objectives were formulated to determine if students' achievement differs based on teachers'

communication classroom management style, testing the theoretical classroom management Teacher behaviour continuum of Wolfgang and Glickman (1980) and of Martin and Bass (2010), which classify teacher management and behaviour management styles. Multivariate analysis of variances (MANOVA) was used to determine if there were no statistically significant differences between classroom management styles in CRCT outcomes. In the study, ex-post facto design was employed to examine the research questions. Demographic questionnaire and BIMS survey codes were used to protect participants identity. Hypotheses were tested using MANOVA (Multivariate analysis of variances).

The study found out that internationalist and interventionist instructional management classroom style groups were similar in percentage test of reading Mathematics and English language arts. The findings showed no significant difference between the groups in students outcomes with the p.value .042 which was lower than of 0.05 significant level. However, it was not consistent with the theoretical perspective of Glassen (1997) and of Tanolle (2009), as ascribed to the non interventionist-interactionist-intervintionalist classroom management continuum of Wolfgang and Glickman (1980).

2.13 Summary

Efforts have been made to review relevant related literature on the application of classroom management techniques in upper basic schools in North-Central Zone, Nigeria. The studies revealed that classroom management techniques is an important tool that every teacher needs to be conversant with, for effective students' learning. Also, every teacher both young and experienced is expected to have these managerial skills in order to be effective and efficient in the classroom, other aspects reviewed include punishment, punishment is a stimuli used to change a desirable behaviour in students. The reviewed

studies showed that there were modes of punishment which the teacher could choose from in order to instill discipline to the students; reward as classroom management technique could be used to boost students' learning when used effectively. Likewise, works on seating arrangement were also reviewed and they showed that teachers need to have adequate knowledge of different types of seating arrangements that would be comfortable for the students to sit and learn and also convenient for teachers to move around.

Time management was another important classroom management technique and the review done in this regard, showed that adequate time management could help reduce disruptive behaviours and increased students' learning. However, emphasis was on the idea that motivation is an important technique that could enhanced students' learning, so if students are well motivated they would be ready to learn.

In addition, the study reviewed that when students are actively involved in classroom activities, it would aid their academic performance. Effective communication helped to reduced deviant behaviours among students especially when the teacher expressed his/her self effectively. Also reviewed are rules and regulations. Rules and regulations are made to checkmate students' behaviour and to avoid disruptive behaviours.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the procedures that were employed in answering the research questions and testing of the hypotheses. The Chapter also presents the research design, populations, sample for data collection, instrumentation, procedures for data collection and methods of data analysis.

3.2 Research Design

The research design used for this study was survey research. Survey research seeks to document and describe what exists or the present situation of existence or absence of what is being investigated. Generally, a survey research deals with the study of a group of people or items by collecting and analyzing data from only a few people or items considered as a representation of the entire group.

3.3 Population of the Study

Ojo, (2013) is of the view that population is the largest group from which a sample is selected for study. The population of this study is 66,432 comprised of 3,187 school principals, 61,825 teachers and 1,420 Supervisors. This gives us a total of 66,432.

Table 3.1: Population of the Study

S/N	State	Principals	Teachers	Supervisors
1	Kwara	520	10,200	200
2	Kogi	420	7,200	220
3	Niger	417	8,925	200
4	Nassarawa	420	7,100	150
5	Plateau	520	11,000	200
6	Benue	420	7800	200
7	FCT Abuja	470	9,600	250
Total		3,187	61,825	1,420

Sources: States Ministry of Education (2017)

3.4 Sample and Sampling Techniques

A sample is that portion drawn from the population that was studied. It is what the researcher selects for the purpose of data collection and analysis. For the purpose of this research, Research Advisors (2006) at 0.05 Confidence Level was used to determine the sample size of the principals, teachers and supervisors. The total sample size for the study was 1034 that is, 346 principals, 382 teachers and 306 supervisors. Simple random sampling technique was used to distribute the copies of questionnaire to the selected schools and respondents. However, the percentage of the population was used together with the total sample size obtained through the research advisor. This is in line with Adetoro (2009) who stated that the percentage of a population can be used to get the total sample desired, therefore, the percentage of each population of the respondents according to each state were derived through the total population of each respondent divided by the total population multiplied by 100 to get the percentage, while the percentage arrived at was divided by 100 and multiplied by the total sample size from research advisor. Invariably, the percentage used differs as the total population of each respondents differs. The details are in table 3.2.

Table 3.2: Sample of the Study

S/N	State	Principals Population	%	Sampl ed	Teachers Population	%	Sampl ed	Supervisors Population	%	Sam- pled
1	Kwara	520	16.43	57	10,200	16.5	63	200	14.1	43
2	Kogi	420	13.26	46	7,200	11.65	44	220	15.5	47
3	Niger	417	13.16	45	8,925	14.43	55	200	14.1	43
4	Nassarawa	420	13.26	46	7,100	11.5	44	150	10.6	32
5	Plateau	520	16.43	57	11,000	17.8	68	200	14.5	43
6	Benue	420	13.26	46	7,800	12.62	48	200	14.1	43
7	FCT Abuja	470	14.2	49	9,600	15.5	59	250	17.5	54
Total		3,187		346	61,825		382	1,420		306

Source: States Ministries Education (2017)

3.5 Instrumentation

The instrument that was used for this research was a self-Structured constructed Questionnaire, which was designed by the researcher and the instrument was designed using 5 Likert scales of Strongly Agree (5), Agree (4), Undecided (3), Strongly Disagree (2), Disagree (1). The copies of the questionnaire were divided into series of sections.

Section A contains the respondents bio-data such as status, age, rank, years of teaching experiences, qualifications. Section B, focuses on the application of reward technique in upper basic schools in North-Central Zone, Nigeria. Section C, focuses on the application seating arrangement in upper basic schools in North-Central Zone, Nigeria. Section D, Deals with application of classroom participation technique on in upper basic schools in North-Central Zone, Nigeria. Section E, has to do with application of punishment technique in upper basic schools in North-Central Zone, Nigeria. Section F, looks at the application of classroom time management technique in upper basic schools in North-Central Zone, Nigeria. Section G, Looks at the application of classroom rules and regulations technique in upper basic schools in North-Central Zone, Nigeria. Section H, Deals with application of communication technique in upper basic schools in North-Central Zone, Nigeria.

3.5.1 Validity of Instrument

For the validation of the instrument, construct and content validity was used. This was in line with Achara (2001) who asserted that construct validity is usually determined by experts. So the validity of this instrument was determined by the researcher's supervisors in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. The instrument was then given to an expert in English language for the second stage of validation. This is to check the grammar, tenses and ambiguity, thereby reducing the errors to the lowest minimum and the final

validation was done by expert and specialist in the field of measurement and evaluation, Faculty of Education, Ahmadu Bello University, Zaria to determine and ascertain the effectiveness of the statistical tools used.

3.5.2 Pilot Study

The pilot study was conducted to ascertain both the construct and content validity of the instrument. This was to make amendment to the questionnaire where necessary. This trial run, or pilot study, according to Ary *et al* (2002), would first of all, help the researcher to decide whether the study was feasible and whether it was worthwhile to continue. It would provide the opportunity to assess the appropriateness and the practicality of the research methodology. It would permit a preliminary testing of the hypotheses, which may give some indications of its tenability and suggest whether further refinement was needed. Unanticipated problems that appear could be solved at this stage, thereby saving time and effort later (Ary et al, 2002).

The pilot study was carried out in two states within the North-Central Zone but outside the sampled schools used for the main study. These were Kogi and Kwara state using 50 respondents from each state ministry of education. The respondents comprised 10 supervisors, 10 principals and 30 teachers of upper basic schools from the various states outside the study area. The reliability co-efficient of the instruments was statistically calculated at 0.05 level of significance and reliability coefficient of 0.799 was obtained.

3.5.3 Reliability of Instrument

To ensure the reliability of the research instruments for this study, data collected from the pilot test were statistically analysed for the purpose of reliability coefficient, Test re-test was used in the administration of the instrument. The data was subjected to analysis using Pearson Product Moment Correlation Coefficient (PPMCC). A Reliability

Coefficient of Alpha level of 0.799 was obtained. This reliability coefficient was considered reliable for the internal consistency of the instruments. Thus, according to Spiegel and Stevens (1999), an instrument was considered reliable if it lies between 0 and 1 (one) and that the closer the calculated reliability coefficient was to one, the more reliable the instrument. This is in line with Akuezuilo's (2013) who was of the opinion that a correlation that was close to 1 (one) was high. Therefore, the instruments was reliable and valid for use as an instrument for data collection.

3.5.4 Administration of the Instrument

The copies of the questionnaires was administered by the researcher in collaboration with research assistants from each of the selected states. They were given an orientation by the researcher to effectively carry out the work. The target group constitutes the supervisors, principals and teachers of upper basic schools in North-Central Zone of Nigeria.

3.6 Procedure for Data Collection

The researcher officially visited the seven states in North-Central Zone and sampled schools in their respective areas with the introductory letter collected from the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. The letter of introduction assisted the researcher to get the permission to obtain the required information and assistance needed. The researcher used on the spot questionnaire administration technique. This is according to Nworgu (1991) who opined that high percentage returns of such questionnaire as high as one hundred percent could be obtained. The researcher administered the questionnaires with the help of three trained research assistants. The questionnaire was designed in such a way that the respondents indicated their responses with a simple (\surd) tick. The questionnaires were structured for data collection from principals, supervisors, and teachers within the

sampled areas. The questionnaire consisted of 70 items. The items were drawn based on the objectives.

3.7 Methods of Data Analysis

The analysis was carried out based on the research questions and hypotheses. Inferential statistics was used in the analysis of the data. The descriptive statistics involves the use of frequency and percentage, for the bio data and in answering research questions. Inferential statistics, that is analysis of variance (ANOVA) was used in testing the postulated null hypotheses. The analysis was done through the use of Statistical Package for Social Science (SPSS) version 20.0 to facilitate the data analysis. The analysis of variance was applied to test the significant difference between the perceptions of the respondents. This was adopted because it assessed whether the mean of three or more groups are statistically different from each other. The Scheffe test was used to ascertain reasons for significant differences, in the perceptions of respondents.

The testing of hypotheses was analyzed using One Way Analysis of Variance (ANOVA). This is because the respondents were three homogeny groups of subjects.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

4.1 Introduction

The purpose of this study was to examine the Appraisal of Stakeholders' Perceptions on Application of Classroom Management Techniques in Upper Basic Schools in North-Central Zone, Nigeria. For this reason, the perception of principals, teachers and supervisors were sought. This chapter, therefore, deals with the analysis and presentation of data collected for the study. As mentioned earlier, questionnaires were designed and administered to principals, teachers and supervisors in seven sample states of the North-Central Zone of Nigeria. To achieve this, the data collected were statistically analysed and the results were presented and discussed according to the research questions and hypotheses in chapter one of the study.

4.2 Presentation and Discussion of Bio-Data

All the data collected in this section were tabulated using frequencies and percentages as indicated in 4.1:

Table 4.1: Bio-Data of Respondents

S/N	Bio-data	Category	Frequency	Percentage (%)
1	Status	Principal	346	33.7%
		Teachers	382	36.8%
		Supervisors	306	29.5%
		Total	1034	100%
2	Gender	Male	724	70.0%
		Female	310	30.0%
		Total	1034	100%
3	Educational Qualification	Ph.D	31	3.0%
		M.Ed/M.Sc/ MA	310	30.0%
		B.Ed/ BSc/ BA	420	40.6%
		HND	105	10.2%
		NCE	150	14.5%
		Others	18	1.7%
		Total	1034	100%
4	Years of Working Experience	0-5yrs	124	12.0%
		6-10yrs	250	24.2%
		11-15yrs	205	19.8%
		16-20yrs	136	13.2%
		21-25yrs	211	20.4%
		26yrs and above	108	10.4%
		Total	1034	100%
5	States	Kogi	137	13.2%
		Kwara	163	15.8%
		Nasarawa	122	11.8%
		Abuja	164	15.9%
		Benue	137	13.2%
		Niger	143	13.0%
		Plateau	168	16.2%
		Total	1034	100%
6	Nature of the School	Day	862	83.4%
		Boarding	25	2.4%
		Day/Boarding	147	14.2%
		Total	1034	100%

The status of the respondents in table 4.1 reveals that, 346 (33.7%) of the respondents were principals, 382 (36.8%) were teachers and the remaining 306 (29.5%) were supervisors from the zone. This implies that the majority of the respondents were teachers since they formed the majority group in secondary schools in Nigeria. Within gender distribution 724 male representing 70.0% and 310 representing 30.0% were female.

On the educational qualification, the number of PhD holders that responded to the questionnaire were 31 representing 3.0%, the responses of the masters (M.Ed/MA) degree holders were 310 representing 30.0%, 420 (40.6%) were B.Ed/B.Sc/BA holders, 105 (10.2%) were HND holders, 150 representing (14.5%) were NCE holders and 18 (1.7%) have other qualifications.

On the working experience of the respondents, the analysis of the respondents in respect to the length of time they had served in the teaching profession are as follows. Out of the 1034 respondents, 124 (12.0%) were between 0-5 years of experience, 250 (24.2%) were between 6-10 years of experience, 205 (19.8%) were between 11-15 years of experiences, 136 (13.2%) were between 16-20 years of experiences, 211 (20.4%) were between 21-25 years of experiences and 108 (10.4%) had over 26 years of teaching experience.

The distribution of respondents according to the states. 137 respondents representing 13.2% were from Kogi state, 163 respondents representing 15.8% were from Kwara state, 122 respondents representing 11.8% were from Nasarawa state, 164 respondents representing 15.9% were from Abuja (FCT), 137 respondents representing 13.2% were from Benue state, 143 respondents representing 13.0% were from Niger state, while 168 respondents representing 16.2% were from Plateau respectively.

On the nature of school of the respondents, the analysis of the respondents shows that 862 respondents representing 83.4% were from day schools, 25 respondents representing 2.4% were from boarding schools and 147 respondents representing 14.2% were from both day/boarding schools respectively.

4.3 Answering of Research Questions

This is done to give the general description of the data collected in respect to the Perceptions of Stakeholders' on the Application of Classroom Management Techniques in Upper Basic Schools in North-Central Zone, Nigeria. This involved 70 item questions in the instrument to access the above attributes. Each section was accessed with 10 items.

The table shows the respondents' perceptions collated using the five Likert scale of Strongly Agree (SA), Agree (A), Undecided (UD) Disagree (D) and Strongly Disagree (SD). But for analytical purpose, agree (A), undecided (UD) and disagree (D) was used as shown in table 4.2.

For easy comprehension, the 5 Likert scale was grouped into 3 categories of agree (A), undecided (UD) and disagree (D). Thus, agreement simply implies that respondents either agreed or strongly agreed. While disagreement simply implied that the respondents either disagreed or strongly disagreed and undecided implied a situation whereby the respondents were undecided or had no knowledge of the question as at the time of investigation.

4.3.1 Appraisal of Stakeholders' Perceptions on Application of Reward as Management Technique in Upper Basic Schools in North-Central Zone of Nigeria.

In this section, the perceptions of respondents were sought on the application of reward as management technique in upper basic schools in North-Central Zone of Nigeria.

Table 4.2 shows the perception of these respondents on the application of reward as a management technique in upper basic schools in North-Central Zone of Nigeria. In the table, the responses of the respondents were presented in frequencies and percentages using the three Likert scales.

Table 4.2: Appraisal of Stakeholders' Perceptions on Application of Reward as Management Technique in Upper Basic Schools in North-Central Zone of Nigeria

S/N	Items statement	Category of Respondents	Agree		Undecided		Disagree	
			F.	%	F.	%	F.	%
1	In my school, teachers use verbal praise to reward students who answer questions intelligently, using verbal rewards such as excellent, good, great, to mention but few.	Principals	204	58.6	0	0	142	41.4
		Teachers	220	57.7	5	1.3	157	40.9
		Supervisors	197	64.8	5	1.6	104	33.8
2	In this school, teachers acknowledge excellent response from students by nodding the head.	Principals	205	58.9	0	0	141	41.1
		Teachers	214	56.2	6	1.8	162	42.0
		Supervisors	186	61.0	3	1.0	117	38.0
3	In my school, gifts like textbooks, biros, exercise books are given to students in form of reward.	Principals	185	53.7	4	1.1	157	45.1
		Teachers	205	53.8	9	2.1	168	44.1
		Supervisors	129	42.3	3	1.0	174	56.7
4	Teachers smile at students whenever they respond well in spoken and written work.	Principals	216	62.1	29	8.3	103	29.6
		Teachers	226	59.3	29	7.6	127	33.1
		Supervisors	190	62.6	10	3.3	106	34.1
5	Teachers encourage other students in the class to clap for a student who responds well.	Principals	224	64.4	31	8.9	91	26.7
		Teachers	239	62.7	21	5.8	121	31.5
		Supervisors	193	63.3	9	3.0	104	33.8
6	In this school, teachers give a thumbs up to a student who in one way or the other has been remarkable in class activities.	Principals	196	56.3	36	10.3	114	33.3
		Teachers	177	46.5	28	7.6	177	45.9
		Supervisors	188	61.6	24	7.9	94	30.5
7	In this school, teachers reward students, who are exceptionally good and are constantly taking first position.	Principals	191	54.9	21	6.0	134	39.1
		Teachers	178	46.7	20	5.2	184	48.0
		Supervisors	183	59.7	18	5.9	105	34.4
8	In my school, students are given the opportunity to be the teachers' helpers when they step out of the class.	Principals	93	26.7	25	7.2	228	66.1
		Teachers	87	22.8	27	6.8	268	70.3
		Supervisors	91	29.8	22	6.9	193	63.3
9	In my school, teachers give intelligent students a hearty handshake as a form of reward.	Principals	194	55.7	10	2.9	142	41.4
		Teachers	188	49.3	13	3.1	181	47.5
		Supervisors	186	61.0	17	5.2	103	33.8
10	In this school, symbolic rewards such as placing an excellent student's picture in the bulletin board for other students to see encourages them to improve.	Principals	142	40.8	14	4.0	190	55.2
		Teachers	117	30.7	19	4.7	246	64.6
		Supervisors	150	49.2	9	2.6	147	48.2

In response to items 1 to 10 in table 4.2 which sought to know the extent of the application of reward as a management technique in upper basic schools in North-Central Zone of Nigeria, responses of all respondents were collected, analysed and discussed.

Response to item 1 reveals that 204 (58.6%) of principals agreed that teachers used verbal praise to reward students who answered questions intelligently, using rewards such as excellent, good, great, 142 (41.4%) of the principals were undecided. While 220 (57.7%) teachers agreed to the statement, 157 (40.9%) disagreed, while an insignificant number of respondents, 5 (1.3%) were undecided. Among the supervisors, 197 (64.8%) agreed that teachers use verbal praise to reward students who answer questions intelligently, however, 104 (33.8%) disagreed while 5 (1.6%) were undecided. In all, the responses showed that a greater number were of the view that teachers used verbal praise to reward students who answer questions intelligently, using rewards such as excellent, good, great, in upper basic schools in North-Central Zone of Nigeria. The result showed that, the respondent were affirmative.

In response to item 2, it was revealed that teachers acknowledge excellent response from students by nodding and this invariably influences the students' performance in the school, the result showed that 205 (58.9%) principals agreed to the statement and 141 (41.1%) were undecided. 214 (56.2%) teachers agreed, 162 (42.0) disagreed while 6 (1.8%) were undecided. Among the supervisors, 186 (61.0%) agreed that teachers acknowledge excellent responses from students by nodding, 117 (38.0%) disagreed and 3 (1.0%) were undecided with the statement. In all, the respondents showed a greater magnitude in their responses that teachers acknowledge excellent response from students by nodding their head which in variably improves their learning in upper basic schools in the North-Central Zone of Nigeria.

Going by the respondents' perceptions on items 3 to 7 where no respondent had less than 65% in respect of disagreement, it is evident that there was a positive perception from the respondents toward application of reward as a management technique in classroom in Upper Basic Schools in North-Central Zone. It is believed that, gifts like textbooks, biros, exercise books are given to students in forms of reward in the school, teachers encouraged other students in the class to clap such as locomotive clapping, Arabia clapping, cloud and rainfall clapping, finger 1-5 clapping, to mention but a few, for the student who responds well. Teacher rewards students, who are exceptionally good and are constantly taking first position, which motivates the students to keep it up in upper basic schools in the North-Central Zone, Nigeria.

In response to item 8, it was revealed that students were given the opportunity to be the teachers' helpers when the teacher steps out of the class, which helps to develop the students in the school, the result showed that 93 (26.7%) of principal agreed, 228 (66.1%) disagreed and 25 (7.2%) were undecided with the statement. Among teachers, 87 (22.8%) of teachers agreed, 27 (6.8) were undecided and 268 (70.3%) disagreed. 91 (29.8%) of supervisors agreed, 193 (63.3) were undecided and 22 (6.9%) disagreed with the statement. In all, the respondents showed a greater magnitude that students are given the opportunity to be the teachers' helpers when they step out of the class, which helps to develop students' confidence in upper basic schools, in the North-Central Zone of Nigeria.

In response to item 9, it was revealed that teachers give intelligent students a hearty handshake as a form of reward, which motivates them to perform better in the school, the result showed that 194 (55.7%) principals agreed, 142 (41.4%) disagreed and 10 (2.9%) were undecided with the statement. Among the teachers, 188 (49.3%) of teachers agreed, 13 (3.1) were undecided and 182 (47.5%) disagreed. 186 (61.0%) of

supervisors agreed, 17 (5.2) were undecided and 103 (33.8%) disagreed with the statement.

In response to item 10, it was revealed that symbolic rewards such as placing an excellent student's picture in the bulletin board for other students to see in the school, the result showed that 142 (40.8%) principals agreed, 190 (55.2%) disagreed and 14 (4.0%) were undecided with the statement. Among teachers, 117 (30.7%) teachers agreed, 17 (4.7) were undecided and 246 (64.6%) disagreed. 150 (49.2%) supervisors agreed, 9 (2.6) were undecided and 147 (48.2%) disagreed with the statement. In all, the responses showed that a greater magnitude of the respondents are of the view that symbolic rewards such as pinning an excellent student's picture in the bulletin board for other students to see in upper basic schools in the North-Central Zone of Nigeria.

4.3.2 Appraisal of the Perceptions of Stakeholders on Application of Classroom Seating Arrangement as Management Technique in Upper Basic Schools in North-Central Zone of Nigeria.

In this section, the perceptions of respondents were sought on the application of classroom seating arrangement as management technique in upper basic schools in North-Central Zone of Nigeria.

Table 4.3 shows the perceptions of these respondents on the application of classroom seating arrangement as management technique in upper basic schools in North-Central Zone of Nigeria. In the table, the responses of the respondents were presented in frequencies and percentages using the three Likert scales.

Table 4.3: Appraisal of Stakeholders' Perceptions on Application of Seating Arrangement as Management Technique in Upper Basic Schools in North-Central Zone of Nigeria

S/N	Items statement	Category of Respondents	Agree		Undecided		Disagree	
			F.	%	F.	%	F.	%
11	In my school, students' seats are arranged very well to facilitate easy movement by the teachers, which helps the students to concentrate during lessons.	Principals	204	59.2	2	0.6	140	40.2
		Teachers	198	52.0	7	1.8	177	46.2
		Supervisors	188	61.6	2	0.7	116	37.7
12	Long sighted students are put at the back seats by the teachers in my school to ensure clarity of activities on the board	Principals	210	60.3	2	0.6	134	39.1
		Teachers	202	53.0	8	1.8	172	45.1
		Supervisors	190	62.3	3	0.7	113	37.0
13	Shorted sighted students are seated in the front seats to help them see the board well.	Principals	210	60.3	35	10.6	101	29.0
		Teachers	202	53.0	26	6.8	154	40.2
		Supervisors	190	62.3	14	4.3	102	33.4
14	Low and high achievers are seated together in this school to bring about team work and connectivity.	Principals	188	54.0	33	9.5	125	36.5
		Teachers	172	45.1	24	6.0	186	48.8
		Supervisors	190	62.3	8	2.6	108	35.1
15	In my school, seats are arranged away from areas of distraction (fields) to enable students concentrate on their lesson.	Principals	186	53.4	27	7.8	132	38.5
		Teachers	172	45.1	22	5.8	188	49.1
		Supervisors	185	60.7	10	3.3	110	35.7
16	Extrovert students are put in the front seats in this school to help curb deviant behaviour.	Principals	180	51.7	27	7.8	139	40.5
		Teachers	172	45.1	24	6.3	186	48.6
		Supervisors	182	59.7	13	4.3	112	36.1
17	In this school, teachers change students' seats periodically to avoid deviant behaviour from students.	Principals	188	54.0	31	8.9	128	37.1
		Teachers	172	45.1	27	7.1	181	47.8
		Supervisors	190	62.3	13	4.3	104	33.4
18	In this school, class size and shape are given consideration because they enhance teachers' mobility and close monitoring of students, thereby developing their academic ability	Principals	181	52.0	29	8.3	137	39.7
		Teachers	170	44.6	18	4.7	191	50.7
		Supervisors	181	59.3	10	3.3	115	37.4
19	In my school, the partial deaf students are allowed to seat in the front of the class to help them assimilate very well.	Principals	188	54.0	14	4.0	147	42.0
		Teachers	170	44.6	12	3.1	197	52.2
		Supervisors	187	61.3	2	0.7	117	38.0
20	Teachers in my school, arrange the seats in circles to encourage team work thereby bringing about collective participation.	Principals	134	38.5	35	10.1	180	51.4
		Teachers	117	30.7	26	6.8	239	62.5
		Supervisors	146	47.9	13	4.3	147	47.9

In response to items 11 to 20 in table 4.3 which sought to know the extent of the application of classroom seating arrangement as management technique in upper basic schools in North-Central Zone of Nigeria, responses of all respondents were collected, analysed and discussed.

Response to item 11 revealed that 204 (59.2%) principals agreed that students' seats are arranged very well to facilitate easy movement by the teachers, which helps the students to concentrate during lessons, 140 (40.2%) disagreed, while an insignificant number of respondents, 2 (0.6%) of the principals to be precise were undecided. 198 (52.0%) teachers agreed to the statement, 177 (46.2%) disagreed, while an insignificant number of respondents, 7 (1.8%) to be precise were undecided. Among the supervisors, 188 (61.6%) agreed that students' seats are arranged very well to facilitate easy movement by the teachers, which helps the students to concentrate during lessons, however 116 (37.7%) disagreed while 2 (0.7%) were undecided. In all, majority of the respondents showed in a greater magnitude that students' seats are arranged very well to facilitate easy movement by the teachers, which helps the students to concentrate during lessons, in upper basic schools in North-Central Zone of Nigeria. The result shows that, the respondents were affirmative.

In response to item 12, it was revealed that long sighted students were put at the back seats by the teachers in my school to ensure clarity of activities on the board. The result showed that 210 (60.3%) principals agreed to the statement, 2 (0.6%) were undecided while 136 (39.1%) disagreed. 202 (53.0%) teachers agreed, 172 (45.1) disagreed while 7 (1.8%) were undecided. Among the supervisors, 190 (62.3%) agreed that long sighted students are put at the back seats by the teachers in my school to ensure clarity of activities on the board, which enhances the students' performance in the school, 113 (37.0%) disagreed and 3 (0.7%) were undecided with the statement. In all, many

respondents showed that long sighted students are put at the back seats by the teachers in my school to ensure clarity of activities on the board, in the upper basic schools in North-Central Zone of Nigeria.

Going by the respondents' perceptions on items 13 to 18 where majority of the respondent had no less than 65% in respect of disagreement, it was evident that there was a positive perception from the respondents toward application of seating arrangement as a management technique in classroom in Upper Basic Schools in North-Central Zone of Nigeria. It is believed that, shorted sighted students are seated in the front seats to help them see the board well, low and high achievers are seated together in this school to bring about better lesson delivery, seats are arranged away from areas of distraction (fields) to enable students concentrate on their lessons, teachers change students' seats periodically to avoid deviant behaviour from students to enhance concentration and class size and shape are given consideration because they enhance teachers' mobility and close monitoring of students, thereby developing their academic ability in upper basic schools in the North-Central Zone, Nigeria.

In response to item 19, it was revealed that the partial deaf students were allowed to seat in the front of the class to help them assimilate very well thereby increasing their knowledge in the school, the result showed that 188 (54.0%) principals agreed, 147 (42.0%) disagreed and 14 (4.0%) were undecided with the statement. Among teachers, 170 (44.6%) of the teachers agreed, 12 (3.1%) were undecided and 197 (52.2%) disagreed. 187 (61.3%) of supervisors agreed, 2 (0.7%) were undecided and 117 (38.0%) disagreed with the statement. In all, the respondents showed in a greater magnitude that the partial deaf students were allowed to seat in the front of the class to help them assimilate very well, thereby increasing their knowledge in the upper basic schools in the North-Central Zone of Nigeria.

In response to item 20, it was revealed that teachers arrange the seats in circles to encourage team work thereby bringing about collective participation, the result showed that 134 (38.5%) of principal agreed, 180 (51.4%) disagreed and 35 (10.1%) were undecided with the statement. Among teachers, 117 (30.7%) of the teachers agreed, 26 (6.8%) were undecided and 239 (62.5%) disagreed. 146 (47.9%) of the supervisors agreed, 13 (4.3%) were undecided and 147 (47.9%) disagreed with the statement. In all, the respondents showed in a greater magnitude that teachers arrange the seats in circles to encourage team work thereby bringing about collective participation and better academic learning in upper basic schools in the North-Central Zone of Nigeria. The result showed that more respondents were unanimous in this classroom management technique.

4.3.3 Appraisal of Stakeholders' Perceptions on Application of Classroom Participation as Management Technique in Upper Basic Schools in North-Central Zone of Nigeria.

In this section, the perceptions of respondents were sought on the application of classroom participation technique in upper basic schools in North-Central Zone of Nigeria.

Table 4.4 shows the perceptions of these respondents on the application of classroom participation technique in upper basic schools in North-Central Zone of Nigeria. In the table, the responses of the respondents were presented in frequencies and percentages using the three Likert scale.

Table 4.4: Appraisal of Stakeholders' Perceptions on Application of Participation as Management Technique in Upper Basic Schools in North-Central Zone of Nigeria

S/N	Items statement	Category of Respondents	Agree		Undecided		Disagree	
			F.	%	F.	%	F.	%
21	In my school, students are grouped together for discussion in the class and this develops their academic ability.	Principals	206	59.2	9	2.6	134	39.1
		Teachers	187	49.1	1	0.3	194	50.7
		Supervisors	188	61.6	0	0	118	38.4
22	Students are asked by the teacher to write and read interesting compositions to the hearing of other students and this improves their intellectual ability.	Principals	203	58.3	9	2.6	134	39.1
		Teachers	195	51.2	1	0.3	186	48.6
		Supervisors	183	60.0	7	2.3	116	37.7
23	The teacher selects a member to represent an entire group in a class project in this school to motivate others to perform optimally	Principals	153	44.0	60	17.2	133	38.8
		Teachers	167	43.8	20	5.2	195	50.9
		Supervisors	163	53.4	19	6.2	124	40.3
24	Skill grouping is done by the teacher in this school in which students are given different tasks to perform such as multiplication, division to mention but a few in order to improve their skills	Principals	184	52.9	65	18.7	97	28.4
		Teachers	176	46.2	44	11.5	162	42.3
		Supervisors	190	62.3	19	6.2	97	31.5
25	In this school, teachers guide students to solve problems on the chalkboard which improves their intellectual ability	Principals	168	48.3	63	18.1	115	33.6
		Teachers	170	44.6	38	10.0	174	45.4
		Supervisors	179	58.7	25	8.2	102	33.1
26	In this school, teachers allow students to write anonymous questions and such questions are treated in the class for others to benefit.	Principals	134	38.5	52	14.9	160	46.6
		Teachers	117	30.7	41	10.8	224	58.5
		Supervisors	142	46.6	19	6.2	145	47.2
27	In this school, teachers regularly check students' class work and handwork and ask them questions on areas of challenges to see improvement.	Principals	188	54.0	56	16.1	102	29.9
		Teachers	170	44.6	38	10.0	174	45.4
		Supervisors	190	62.3	10	3.3	106	34.4
28	In this school, teachers often exchange answer sheets among students for marking, which encourages independent opinion.	Principals	186	53.4	35	10.1	125	36.5
		Teachers	167	43.8	22	5.8	193	50.4
		Supervisors	190	62.3	3	1.0	113	36.7
29	In this school, teachers engage students intellectually by writing something on the chalkboard and asking them to fill the missing gaps.	Principals	192	55.2	6	1.7	149	43.1
		Teachers	172	45.1	4	1.0	206	53.8
		Supervisors	187	61.3	0	0	119	38.7
30	In my school, storytelling session is done in such a way that virtually everyone is involved thereby encouraging participation.	Principals	154	44.3	4	1.1	188	54.6
		Teachers	139	36.5	3	0.8	240	62.7
		Supervisors	141	46.2	5	1.6	160	52.1

In response to items 21 to 30 in table 4.4 which sought to know the extent of application of classroom participation technique in upper basic schools in North-Central Zone of Nigeria, responses of all respondents were collected, analysed and discussed.

Response to item 21 revealed that 206 (59.2%) of the principals agreed that students were grouped together for discussion in the class and this develops their academic ability in the school, 134 (39.1%) disagreed and 10 (2.6%) of the principals were undecided. While, 187 (49.1%) teachers agreed to the statement, 195 (50.7%) disagreed, while an insignificant number of respondents, 1 (0.3%) to be precise was undecided. Among the supervisors, 188 (61.6%) agreed that students are grouped together for discussion in the class and this develops their academic ability in the school, while 116 (38.4%) disagreed. In all, the respondents showed in a greater magnitude that students are grouped together for discussion in the class and this develops their academic ability in upper basic schools in North-Central Zone of Nigeria. The result showed that, the respondents are affirmative in their response.

In response to item 22, it was revealed that students were asked by the teacher to write and read interesting compositions to the hearing of other students and this improves their intellectual ability in the school, the result showed that 203 (58.3%) of the principals agreed to the statement, 134 (39.1%) disagreed and 9 (2.6%) were undecided. 195 (51.2%) of the teachers agreed, 186 (48.6%) disagreed while 1 (0.3%) was undecided. Among the supervisors, 183 (60.0%) agreed that students are asked by the teacher to write and read interesting compositions to the hearing of other students and this improved their intellectual ability in the school, 116 (37.7%) disagreed and 7 (2.3%) were undecided with the statement. In all, the respondents showed in a greater magnitude that students were asked by their teachers to write and read interesting compositions to the

hearing of other students and this improves their intellectual ability in upper basic schools in the North-Central Zone of Nigeria.

In response to item 23, it was revealed that teachers select a member to represent an entire group in a class project in this school to motivate others to perform optimally in the school, the result showed that 153 (44.0%) of the principals agreed to the statement, 133 (38.8%) disagreed and 60 (17.2%) were undecided. 167 (43.8%) of the teachers agreed, 195 (50.9%) disagreed while 20 (5.2%) were undecided. Among the supervisors, 163 (53.4%) agreed that teachers select a member to represent an entire group in a class project in this school to motivate others to perform optimally in the school, 124 (40.3%) disagreed and 19 (6.2%) were undecided with the statement. In all, the respondents showed in a greater magnitude that teacher selects a member to represent an entire group in a class project in this school to motivate others in upper basic schools in the North-Central Zone of Nigeria.

Going by the respondents' perceptions on items 24 to 28 where majority of the respondent had no less than 65% and a mean score of 3.00 and above in respect of disagreement, it was evident that there was a negative perception from the respondents toward application of classroom participation as a management technique in classrooms in upper basic school North-Central Zone of Nigeria. It is believed that, skill grouping is done by the teachers in this school in which students are given different tasks to perform such as multiplication, division to mention but a few in order to improve their skills, teachers guide students to solve problems on the chalkboard which improves their intellectual ability, teachers regularly check students' class work and handwork and ask them questions on areas of challenges to see improvement and teachers often exchange answer sheets among students for marking, which encouraged independent opinion in upper basic schools in the North-Central Zone, Nigeria.

In response to item 29, it was revealed that teachers engage students intellectually by writing something on the chalkboard and asking them to fill the missing gaps, which increases students' learning in the school. The result showed that 192 (55.2%) of the principals agreed, 148 (43.1%) disagreed and 6 (1.7%) were undecided with the statement. Among teachers, 172 (45.1%) of teachers agreed, 4 (1.0%) were undecided and 206 (53.8%) disagreed. 187 (61.3%) of supervisors agreed and 119 (38.7%) disagreed with the statement. In all, the respondents showed in a lower magnitude that teachers do not engage students intellectually by writing something on the chalkboard and ask them to fill the missing gap, in upper basic schools in the North-Central Zone of Nigeria.

In response to item 30, it was revealed that storytelling session is done in such a way that virtually everyone is involved thereby encouraging participation in the school, the result showed that 154 (44.3%) of the principals agreed, 188 (54.6%) disagreed and 4 (1.1%) were undecided with the statement. Among teachers, 139 (36.5%) of the teachers agreed, 3 (0.8%) were undecided and 240 (62.7%) disagreed. 141 (46.2%) of supervisors agreed, 5 (1.6%) were undecided and 160 (52.1%) disagreed with the statement. In all, the respondents showed in a lower magnitude that storytelling session is done in such a way that virtually everyone is involved thereby encouraging participation and learning in upper basic schools in the North-Central Zone of Nigeria. The result showed or revealed that the respondents were not affirmative in their response.

4.3.4 Appraisal of Stakeholders' Perceptions on Application of Classroom Punishment as Management Technique in Upper Basic Schools in North-Central Zone of Nigeria.

In this section, the perceptions of respondents were sought on the application of classroom punishment as management technique in upper basic schools in North-Central Zone of Nigeria.

Table 4.5 showed the perceptions of these respondents on the application of classroom punishment as management technique in upper basic schools in North-Central Zone of Nigeria. In the table, the responses of the respondents were presented in frequencies and percentages using the three Likert scale.

Table 4.5: Appraisal of Stakeholders' Perceptions on Application of Classroom Punishment as Management Technique in Upper Basic Schools in North-Central Zone of Nigeria

S/N	Items statement	Category of Respondents	Agree		Undecided		Disagree	
			F.	%	F.	%	F.	%
31	In this school, teachers ask students to stay back in the class as a form of punishment while others are enjoying their break time, which helps curb deviant behaviour.	Principals	344	98.9	0	0	2	1.1
		Teachers	371	97.4	10	2.8	1	0
		Supervisors	298	97.7	0	0	8	2.3
32	In my school, suspension is meted on stubborn students as a form of punishment to readjust them to focus on their studies.	Principals	344	98.9	0	0	2	1.1
		Teachers	377	97.4	0	0	5	1.0
		Supervisors	302	99.0	0	0	4	1.0
33	In this school, teachers use verbal abusive words on the students as a form of punishment in order to help them adjust and concentrate on their studies.	Principals	306	87.9	0	0	40	12.1
		Teachers	319	83.7	6	1.6	57	14.7
		Supervisors	287	94.1	19	5.9	0	0
34	Teachers in my school offer strong verbal reprimand as a form of punishment such as any more misbehaviour will attract serious consequences to check students' disruptive behaviour.	Principals	342	98.3	0	0	6	1.7
		Teachers	374	98.2	8	1.8	0	0
		Supervisors	302	99.0	0	0	4	1.0
35	In this school, teachers use sanctions as a means of punishment such as make the students to kneel down throughout the lesson and picking pin, which helps to curb misbehaviour.	Principals	344	99.4	0	0	2	0.6
		Teachers	381	99.7	0	0	1	0.3
		Supervisors	305	99.7	1	0.3	0	0
36	In this school, teachers make students to stay back in the class to complete their homework as a means of punishment to enable them do better in their studies.	Principals	342	98.9	0	0	4	1.1
		Teachers	374	98.4	0	0	6	1.6
		Supervisors	303	99.0	3	1.0	0	0
37	In my school, out-of-school suspension is used as a means of punishing on erring student to check disruptive behaviour.	Principals	326	93.7	6	1.7	14	4.2
		Teachers	360	94.5	5	1.3	17	4.2
		Supervisors	298	97.7	2	0.7	6	1.6
38	In this school, teachers encourage the booing of students who are disrespectful to correct their behaviours thereby making them to focus on their class work.	Principals	286	82.2	4	1.1	56	16.7
		Teachers	303	79.5	11	2.9	58	17.6
		Supervisors	263	86.2	8	2.6	35	11.1
39	In my school, teachers send students to the sergeant for flogging to correct their negative behaviour, which makes them concentrate better.	Principals	294	84.5	0	0	52	15.5
		Teachers	309	81.1	2	0.5	71	18.4
		Supervisors	265	86.9	6	2.0	35	11.1
40	In my school, students are stripped off their privileges for rude behaviour such as announcing such students' removal as head boy or head girl, which changes such students for the better.	Principals	334	96.0	0	0	12	4.0
		Teachers	359	94.0	23	6.0	0	0
		Supervisors	289	94.4	17	5.6	0	0

In response to items 31 to 40 in table 4.5 which sought to know the extent of application of classroom punishment technique in upper basic schools in North-Central Zone of Nigeria, responses of all respondents were collected, analysed and discussed.

Response to item 1 reveals that 344 (98.9%) of the principals agreed that teachers ask students to stay back in the class as a form of punishment while others are enjoying their break time, which helps curb deviant behaviours in the school, 2(1.1%) disagreed and none of the respondents ticked undecided. While, 371 (97.4%) teachers agreed to the statement, an insignificant number of respondents 10 (2.8%) were undecided. Among the supervisors, 298 (97.7%) agreed that teachers ask students to stay back in the class as a form of punishment while others are enjoying their break time, which helps curb deviant behaviour and improve learning in the school, while 5 (2.3%) disagreed. In all, a greater magnitude of the respondents affirmed that teachers ask students to stay back in the class as a form of punishment while others are enjoying their break time, which helps curb deviant behaviour in upper basic schools in North-Central Zone of Nigeria. The result showed that the respondents were in the affirmative.

Going by the respondents' perceptions on items 32 to 40 where no respondent had less than 85% and mean score of 4.00 and above in respect of disagreement, it was evident that there was a positive perception from the respondents toward application of punishment as a management technique in classroom on students' academic learning in upper basic schools in North-Central Zone of Nigeria. It is believed that, suspension is meted on stubborn students as a form of punishment to readjust them to focused on their studies and excel well, teachers use verbal abusive words on the students as a form of punishment in order to help them adjust and concentrate on their studies. Teachers also use sanctions as a means of punishment such as asking students to kneel down throughout the lesson and even picking pin, which helps to curb misbehaviour, teachers encourage

the booing of students who are disrespectful to correct their behaviours thereby making them to focus on their class work, teachers send students to the sergeant for flogging to correct their negative behaviour, which makes them concentrate better and students are stripped off their priviledges for rude behaviour such as announcing such students' removal as head boy or head girl, which changes such students for the better in upper basic schools in the North-Central Zone, Nigeria. The result showed that the respondents generally agreed to all item statements.

4.3.5 Appraisal of Stakeholders' Perceptions on Application of Time Management Technique in Upper Basic Schools in North-Central Zone of Nigeria.

In this section, the perceptions of respondents were sought on the application of time technique in upper basic schools in North-Central Zone of Nigeria.

Table 4.6 showed the views of these respondents on the application of time technique in upper basic schools in North-Central Zone of Nigeria. In the table, the responses of the respondents were presented in frequencies and percentages using the three Likert scales.

Table 4.6: Appraisal of Stakeholders' Perceptions on Application of Time as Management Technique in Upper Basic Schools in North-Central Zone of Nigeria

S/N	Items statement	Category of Respondents	Agree		Undecided		Disagree	
			F.	%	F.	%	F.	%
41	In my school, teachers plan their lessons properly according to the time scheduled.	Principals	196	56.3	36	10.3	114	33.3
		Teachers	177	46.5	29	7.6	176	45.9
		Supervisors	188	61.6	24	7.9	94	30.5
42	Teachers in my school, adhere strictly to the time allocated to each lesson.	Principals	191	54.9	21	6.0	134	39.1
		Teachers	178	46.7	20	5.2	184	48.0
		Supervisors	182	59.7	18	5.9	106	34.4
43	In my school, teachers delegate tasks to students ahead of time, which ensures quick coverage of course contents.	Principals	93	26.7	25	7.2	228	66.1
		Teachers	87	22.8	26	6.8	269	70.3
		Supervisors	91	29.8	21	6.9	194	63.3
44	In this school, students are instructed to reserve their questions to the end of the lesson so as to focus on the lesson itself.	Principals	194	55.7	10	2.9	142	41.4
		Teachers	188	49.3	12	3.1	182	47.5
		Supervisors	186	61.0	16	5.2	104	33.8
45	In my school, teachers are instructed to structure and organize their lessons thoroughly to save time to ensure that the course contents are effectively taught.	Principals	142	40.8	14	4.0	190	55.2
		Teachers	117	30.7	18	4.7	247	64.6
		Supervisors	150	49.2	8	2.6	148	48.2
46	In my school, teachers spend time on difficult areas of the course contents for proper understanding of concepts.	Principals	204	58.6	0	0	142	41.4
		Teachers	220	57.7	5	1.3	157	40.9
		Supervisors	197	64.8	5	1.6	104	33.8
47	In my school, teachers plan for smooth transmission by having materials ready for different areas of the course contents in order to save time.	Principals	205	58.9	0	0	141	41.1
		Teachers	214	56.2	7	1.8	161	42.0
		Supervisors	186	61.0	3	1.0	117	38.0
48	Teachers organize well managed group activities within the period of the lesson therefore helping the students to learn fast.	Principals	187	53.7	4	1.1	155	45.1
		Teachers	205	53.8	8	2.1	169	44.1
		Supervisors	129	42.3	3	1.0	174	56.7
49	In this school, teachers make use of instructional materials to drive home important points and save time.	Principals	216	62.1	29	8.3	101	29.6
		Teachers	226	59.3	29	7.6	127	33.1
		Supervisors	191	62.6	10	3.3	105	34.1
50	In my school, teachers give clear and precise instructions at the beginning of the lesson to save time, which enables students to learn better.	Principals	224	64.4	31	8.9	91	26.7
		Teachers	239	62.7	22	5.8	121	31.5
		Supervisors	193	63.3	9	3.0	104	33.8

In response to items 41 to 50 in table 4.6 which sought to know the extent of the application of time technique in upper basic schools in North-Central Zone of Nigeria, responses of all respondents were collected, analysed and discussed.

Response to item 41 revealed that 196 (56.3%) of the principals agreed that teachers plan their lessons properly according to the time scheduled, hence students learn better in the school, 114 (33.3%) disagreed and 36 (10.3%) of the principals were undecided. While, 177 (46.5%) teachers agreed to the statement, 176 (45.9%) disagreed, while a small number of respondents 29 (7.6%) were undecided. Among the supervisors, 188 (61.6%) agreed that teachers plan their lessons properly according to the time scheduled, hence students learn better in the school, while 94 (30.5%) disagreed and 24 (7.9%) were undecided. In all, the respondents showed in a greater magnitude that teachers plan their lessons properly according to the time scheduled, hence students learn better in upper basic schools in North-Central Zone of Nigeria. The result showed that majority affirm this position.

In response to item 42, it was revealed that teachers adhered strictly to the time allocated to each lesson in the school, the result showed that 191 (54.9%) of the principals agreed to the statement, 134 (39.1%) disagreed and 21 (6.0%) were undecided. 178 (46.7%) teachers agreed, 184 (48.0) disagreed while 20 (5.2%) were undecided. Among the supervisors, 182 (59.7%) agreed that teachers adhered strictly to the time allocated to each lesson, 106 (34.4%) disagreed and 18 (5.9%) were undecided with the statement. In all, the respondents showed in a greater magnitude that teachers adhered strictly to the time allocated to each lesson and this leads to good performance on the part of the students in upper basic schools in the North-Central Zone of Nigeria.

In response to item 43, it was revealed that teachers delegate tasks to students ahead of time, which ensures quick coverage of course contents. Thus, students are

prepared for examination and their performance is enhanced in the school, the result shows that 93 (26.7%) of the principals agreed to the statement, 228 (66.1%) disagreed and 25 (7.2%) were undecided. 87 (22.8%) of the teachers agreed, 269 (70.3) disagreed while 26 (6.8%) were undecided. Among the supervisors, 91 (29.8%) agreed that teachers delegate tasks to students ahead of time, which ensures quick coverage of course contents. Thus, students are prepared for examination and their learning was enhanced in the school, 194 (63.3%) disagreed and 21 (6.9%) were undecided with the statement. In all, the respondents showed in a lower magnitude that teachers delegate tasks to students ahead of time, which ensures quick coverage of course contents.

Going by the respondents' perceptions on items 44 to 50 where majority of the respondents had less than 50% and a mean score of 2.900 and below in respect of disagreement, it was evident that there was a negative perception from the respondents toward application of time management technique in class students' performance in Upper Basic Schools in North-Central Zone of Nigeria. It is believed that, students are not instructed to reserve their questions to the end of the lesson so as to focus on the lesson itself to ensure concentration and better understanding, teacher spends little time on difficult areas of the course contents for proper understanding of concepts, teachers do not plan for smooth transmission by having materials ready for different areas of the course contents in order to save time. Most teachers do not make use of instructional materials to drive home important points and save time and majority of the teachers hardly give clear and precise instructions at the beginning of the lesson to save time, that could enable students learn better in upper basic schools in the North-Central Zone, Nigeria.

4.3.6 Appraisal of Stakeholders' Perceptions on Application of Classroom Rules and Regulations as Management Technique in Upper Basic Schools in North-Central Zone of Nigeria.

In this section, the perceptions of respondents were sought on the application of classroom rules and regulations technique in upper basic schools in North-Central Zone of Nigeria.

Table 4.7 showed the perceptions of these respondents on the application of classroom rules and regulations technique in upper basic schools in North-Central Zone of Nigeria. In the table, the responses of the respondents were presented in frequencies and percentages using the three Likert scales.

Table 4.7: Appraisal of Stakeholders' Perceptions on Application of Classroom Rules and Regulations as Management Technique in Upper Basic Schools in North-Central Zone of Nigeria

S/N	Items statement	Category of Respondents	Agree		Undecided		Disagree	
			F.	%	F.	%	F.	%
51	In my school, teachers ensure strict compliance to classroom rules and regulations regarding absenteeism which curtails the students excesses, hence students learn better	Principals	188	54.0	33	9.5	125	36.5
		Teachers	172	45.1	23	6.0	187	48.8
		Supervisors	190	62.3	8	2.6	108	35.1
52	In my school, teachers ensure that late coming is frowned at, and is met with discipline, thus students are readjusted to ensure they learn better	Principals	186	53.4	27	7.8	132	38.5
		Teachers	172	45.1	22	5.8	188	49.1
		Supervisors	185	60.7	10	3.3	110	35.7
53	In my school, students are not allowed to leave their seats without taking permission as a form of rule and regulation in the classroom, which enables students to concentrate properly	Principals	180	51.7	27	7.8	139	40.5
		Teachers	172	45.1	24	6.3	186	48.6
		Supervisors	182	59.7	13	4.3	111	36.1
54	Students are not allowed to talk without raising their hands in my school, thus orderliness and high concentration is maintained by the students, thereby learning better	Principals	188	54.0	31	8.9	127	37.1
		Teachers	172	45.1	27	7.1	183	47.8
		Supervisors	190	62.3	13	4.3	103	33.4
55	In my school, rules and regulations are posted on the bulletin board which guide the students.	Principals	181	52.0	29	8.3	136	39.7
		Teachers	170	44.6	18	4.7	194	50.7
		Supervisors	181	59.3	10	3.3	115	37.4
56	During orientation, rules are spelt out to students in my school, this helps them to be proactive and perform better	Principals	188	54.0	14	4.0	144	42.0
		Teachers	170	44.6	12	3.1	199	52.2
		Supervisors	187	61.3	2	0.7	117	38.0
57	In my school, rules regarding the conduct of examinations are well spelt out and enforced to ensure compliance, this helps to reduce examination malpractices.	Principals	134	38.5	35	10.1	177	51.4
		Teachers	117	30.7	26	6.8	239	62.5
		Supervisors	146	47.9	13	4.3	147	47.9
58	Rules and regulations governing truancy are strictly implemented to help students to be punctual and focused in their studies to avoid absenteeism and perform better	Principals	206	59.2	2	0.6	138	40.2
		Teachers	198	52.0	7	1.8	177	46.2
		Supervisors	188	61.6	2	0.7	116	37.7
59	In my school, rules and regulations are given on the use of school facilities such as laboratories and toilets to ensure strict compliance, which enhances teaching and learning	Principals	210	60.3	2	0.6	134	39.1
		Teachers	202	53.0	7	1.8	173	45.1
		Supervisors	190	62.3	2	0.7	114	37.0
60	In my school, rules and regulations are well spelt on interpersonal difference between male and female students to avoid incidents of illicit relationship. This helps to enhance learning among the students.	Principals	210	60.3	37	10.6	99	29.0
		Teachers	202	53.0	26	6.8	154	40.2
		Supervisors	190	62.3	13	4.3	103	33.4

In response to items 51 to 60 in table 4.7 which sought to know the level of the application of classroom rules and regulations technique in upper basic schools in North-Central Zone of Nigeria, responses of all respondents were collected, analysed and discussed.

Responses to item 51 revealed that 188 (54.0%) of the principals agreed that teachers ensure strict compliance to classroom rules and regulations regarding absenteeism which curtails the students excesses, hence students learn better, 125 (36.5%) disagreed and 33 (9.5%) of the principals were undecided. While, 172 (45.1%) teachers agreed to the statement, 187 (48.8%) disagreed, while a small number of respondents 23 (6.0%) were undecided. Among the supervisors, 190 (62.3%) agreed that teachers ensure strict compliance to classroom rules and regulations regarding absenteeism which curtails the students excesses, hence students learn better, while 108 (35.1%) disagreed and 8 (2.6%) were undecided. In all, the respondents showed in a greater magnitude that teachers ensure strict compliance to classroom rules and regulations regarding absenteeism which curtails the students excesses, hence students learn better in upper basic schools in North-Central Zone of Nigeria. The result showed that, a greater number were in consonance with this position.

In response to item 52, it was revealed that teachers ensure that late coming is frowned at, and is met with discipline, thus, students were readjusted to ensure they learn better, the result showed that 186 (53.4%) of the principals agreed to the statement, 132 (38.5%) disagreed and 27 (7.8%) were undecided. 172 (45.1%) of teachers agreed, 188 (49.1) disagreed while 22 (5.8%) were undecided. Among the supervisors, 185 (60.7%) agreed that teachers ensured that late coming was frowned at, and was met with discipline, thus, students were readjusted to ensure they learn better in the school, 110 (35.7%) disagreed and 10 (3.3%) were undecided about the statement. In all, the

respondents showed in a greater magnitude that teachers ensure that late coming is frowned at, and is met with discipline, thus students are readjusted to ensure they learn better in upper basic schools in the North-Central Zone of Nigeria.

In response to item 53, it was revealed that students are not allowed to leave their seats without taking permission as a form of rules and regulation in the classroom, which enables students to concentrate properly in the school, the result showed that 180 (51.7%) of principals agreed to the statement, 139 (40.5%) disagreed and 27 (7.8%) were undecided. 172 (45.1%) of the teachers agreed, 186 (48.6) disagreed while 24 (6.3%) were undecided. Among the supervisors, 182 (59.7%) agreed that students are not allowed to leave their seats without taking permission as a form of rules and regulations in the classroom, which enables students to concentrate properly in the school, 111 (36.1%) disagreed and 13 (4.3%) were undecided about the statement. In all, the respondents showed a greater magnitude in their responses that students were not allowed to leave their seats without taking permission as a form of rules and regulations in the classroom, which enables students to concentrate properly in upper basic schools in the North-Central Zone of Nigeria.

Going by the respondents' perceptions on items 54 to 59 where majority of the respondents had more than 50% and a mean score of 3.000 and above in respect of agreement, it is evident that there was a positive perception from the respondents toward application of class room rules and regulations as a management technique in classroom on students' academic learning in upper basic schools in North-Central Zone of Nigeria. It is believed that, students were not allowed to talk without raising their hands in my school, thus orderliness and high concentration was maintained by the students, with this, learning is enhanced. Rules and regulations are posted on the bulletin board which guide the students, hence academic learning was enhanced, rules and regulations governing

truancy were strictly implemented to help students to be punctual and focused on their studies to avoid absenteeism and perform better and rules and regulations are given on the use of school facilities such as laboratories and toilets to ensure strict compliance, which enhances teaching and learning in upper basic schools in the North-Central Zone, Nigeria.

In response to item 60, it was revealed that rules and regulations are well spelt on interpersonal difference between male and female students to avoid incidents of illicit relationship. Thus, this helps to enhance learning among the students in the school, the result revealed that 210 (60.3%) of the principals agreed to the statement, 99 (29.0%) disagreed and 37 (10.6%) were undecided. 202 (53.0%) of the teachers agreed, 154 (40.2) disagreed while 26 (6.8%) were undecided. Among the supervisors, 190 (62.3%) agreed that rules and regulations are well spelt on interpersonal difference between male and female students to avoid incidents of illicit relationship. Thus, this helps to enhance learning among the students in the school, 103 (33.4%) disagreed and a few of the respondents, precisely 13 (4.3%) were undecided about the statement. In all, the respondents showed a greater magnitude of their response that rules and regulations are well spelt on interpersonal difference between male and female students to avoid incidents of illicit relationship. This helps to enhance learning among the students in the upper basic schools in the North-Central Zone of Nigeria. The result showed that a greater number of respondents unanimously agreed.

4.3.7 Appraisal of Stakeholders' Perceptions on Application of Communication Management Technique in Upper Basic Schools in North-Central Zone of Nigeria.

In this section, the perceptions of respondents were sought on the application of classroom communication technique in upper basic schools in North-Central Zone of Nigeria.

Table 4.8 shows the perceptions of these respondents on the application of classroom communication technique in upper basic schools in North-Central Zone of Nigeria. In the table, the responses of the respondents were presented in frequencies and percentages using the three Likert scales.

Table 4.8: Appraisal of Stakeholders' Perceptions on Application of Communication as Management Technique in Upper Basic Schools in North-Central Zone of Nigeria

S/N	Items statement	Category of Respondents	Agree		Undecided		Disagree	
			F.	%	F.	%	F.	%
61	In my school, teachers use firm voice with appropriate volume in the classroom as a form of communication to convey instruction.	Principals	134	38.5	52	14.9	160	46.6
		Teachers	117	30.7	41	10.8	224	58.5
		Supervisors	142	46.6	19	6.2	145	47.2
62	Eye contact, mimics and gestures are used as forms of communication by teachers in the classroom to drive home important points in the lessons.	Principals	188	54.0	56	16.1	102	29.9
		Teachers	170	44.6	38	10.0	174	45.4
		Supervisors	190	62.3	10	3.3	106	34.4
63	In my school, teachers make use of both oral and written communication to facilitate learning and to ensure adequate comprehension.	Principals	186	53.4	35	10.1	125	36.5
		Teachers	167	43.8	22	5.8	193	50.4
		Supervisors	190	62.3	3	1.0	113	36.7
64	In my school, teachers listen to students' questions and respond appropriately as a form of communication and this improves their knowledge.	Principals	192	55.2	6	1.7	148	43.1
		Teachers	172	45.1	4	1.0	206	53.8
		Supervisors	187	61.3	0	0	119	38.7
65	Teachers' facial expressions are not favourable when students are not responding to questions favourably in my class, thus helping them adjust and focus on their lessons.	Principals	154	44.3	4	1.1	188	54.6
		Teachers	139	36.5	3	0.8	240	62.7
		Supervisors	141	46.2	5	1.6	160	52.1
66	During orientation, rules are spelt out In my school, teachers constantly communicate with students about their achievement to motivate them to do well.	Principals	206	59.2	9	2.6	134	39.1
		Teachers	187	49.1	1	0.3	194	50.7
		Supervisors	188	61.6	0	0	118	38.4
67	In this school, teachers deliver their lessons using simple language and correct sentences.	Principals	203	58.3	9	2.6	134	39.1
		Teachers	195	51.2	1	0.3	186	48.6
		Supervisors	183	60.0	7	2.3	116	37.7
68	In my school, teachers nod to students by way of approval which makes them to happy.	Principals	153	44.0	60	17.2	133	38.8
		Teachers	167	43.8	20	5.2	195	50.9
		Supervisors	163	53.4	19	6.2	124	40.3
69	In my school, teachers make use of body movements such as hands, shoulders, eye contact to communicate to deaf and dumb students to encourage them to do better.	Principals	184	52.9	65	18.7	97	28.4
		Teachers	176	46.2	44	11.5	162	42.3
		Supervisors	190	62.3	19	6.2	95	31.5
70	Teachers sometimes use email to communicate to students in the class.	Principals	168	48.3	63	18.1	115	33.6
		Teachers	170	44.6	38	10.0	174	45.4
		Supervisors	179	58.7	25	8.2	102	33.1

In response to items 61 to 70 in table 4.8 which sought to know the level of the application of classroom communication technique in upper basic schools in North-Central Zone of Nigeria, responses of all respondents were collected, analysed and discussed.

Response to item 61 revealed that 134 (38.5%) of principals agreed that teachers use firm voice with appropriate volume in the classroom as a form of communication to convey instructions, 162 (46.5%) disagreed and 52 (14.9%) of the principals were undecided. While, 117 (30.7%) teachers agreed to the statement, 223 (58.5%) disagreed, while a small number of respondents 41 (10.8%) were undecided. Among the supervisors, 142 (46.6%) agreed that teachers use firm voice with appropriate volume in the classroom as a form of communication to convey instructions, while 144 (47.2%) disagreed and 19 (6.2%) were undecided. In all, more respondents disagreed that teachers use firm voice with appropriate volume in the classroom as a form of communication to convey instruction in upper basic schools in North-Central Zone of Nigeria. The result showed that, many respondents did not share the view stated above.

In response to item 62, it was revealed that eye contact, mimics and gestures are used as a form of communication by teachers in the classroom to drive home lessons, the result showed that 188 (54.0%) of the principals agreed to the statement, 102 (29.9%) disagreed and 56 (16.1%) were undecided. 170 (44.6%) of the teachers agreed, 174 (45.4) disagreed while 38 (10.0%) were undecided. Among the supervisors, 190 (62.3%) agreed that eye contact, mimics and gestures are used as a form of communication by teachers in the classroom to drive home lessons, 106 (34.4%) disagreed and 10 (3.3%) were undecided about the statement. In all, the respondents showed in a greater magnitude that eye contact, mimics and gestures are used as a form of communication by teachers in the

classroom to drive home lessons in upper basic schools in the North-Central Zone of Nigeria.

In response to item 63, it was revealed that teachers make use of both oral and written communication to facilitate learning and ensure adequate comprehension, the result showed that 186 (53.4%) of the principals agreed to the statement, 125 (36.5%) disagreed and 35 (10.1%) were undecided. 167 (43.8%) of the teachers agreed, 193 (50.4) disagreed while 22 (5.8%) were undecided. Among the supervisors, 190 (62.3%) agreed that teachers make use of both oral and written communication to facilitate learning and ensure adequate comprehension in the school, 113 (36.7%) disagreed and 3 (1.0%) were undecided about the statement. In all, the respondents showed in a greater magnitude that teachers make use of both oral and written communication to facilitate learning and ensure adequate comprehension in upper basic schools in the North-Central Zone of Nigeria.

Going by the respondents' perceptions on items 64 to 69 where majority of the respondents had more than 50% and a mean score of 3.000 and above in respect of agreement, it is evident that there was a negative perception from the respondents toward application of communication as a management technique in classroom in Upper Basic Schools in North-Central Zone Nigeria. It is believed that, teachers listen to students' questions and respond appropriately as a form of communication and this improves their knowledge, teachers constantly communicate with students about their achievement to motivate them to do well, teachers deliver their lessons using simple language and correct sentences and that teachers make use of body movements such as hands, shoulders, eye contact to communicate to deaf and dumb students to encourage them to do better, which enhances teaching and learning in upper basic schools in the North-Central Zone, Nigeria.

In response to item 70, it was revealed that teachers sometimes use email to communicate to students in the class. The result shows that 168 (48.3%) of the principals agreed to the statement, 115 (33.6%) disagreed and 63 (18.1%) were undecided. 170 (44.6%) of teachers agreed, 174 (45.4) disagreed while 38 (10.0%) were undecided. Among the supervisors, 179 (58.7%) agreed that teachers sometimes use email to communicate to students in the class. 102 (33.1%) disagreed and an insignificant number of 25 (8.2%) supervisors were undecided about the statement. In all, the respondents showed in a lower magnitude that teachers sometimes use email to communicate to students in the class. Such communication improves the students' learning in the class within the upper basic schools in the North-Central Zone of Nigeria.

4.4 Hypotheses Testing

Seven hypotheses were postulated for this study and tested using Analysis of Variance ANOVA because the respondents were more than two subjects. Seventy (70) questions in the questionnaire were designed for the seven hypotheses; ten (10) instruments for each hypothesis were used for this study. These were aimed at determining possible difference among the respondents on Appraisal of the Perceptions of Stakeholders' on Application of Classroom Management Technique in Upper Basic Schools in North-Central Zone of Nigeria. The hypotheses are related to variables identified in the research objectives. These issues include to: examine the perceptions of stakeholders on application of reward as a management technique in upper basic schools in North-Central Zone; ascertain the perceptions of stakeholders on application of classroom seating arrangement as a management technique in upper basic schools in North-Central Zone; determine the perceptions of stakeholders on application of classroom participation technique in upper basic schools in North-Central Zone; assess the perceptions of stakeholders on application of classroom punishment technique in

upper basic schools in North-Central Zone; evaluate the perceptions of stakeholders on application of time technique in upper basic schools in North-Central Zone; examine the perceptions of stakeholders on application of classroom rules and regulations technique in upper basic schools in North-Central Zone and to determine the perceptions of stakeholders on application of classroom communication technique in upper basic schools in North-Central Zone, Nigeria.

The hypotheses relate to item 1-10 in the questionnaire, responses of all respondents were calculated and analyzed. In testing the hypotheses, analysis of variance (ANOVA) procedure was used at 0.05 level of significance.

Hypothesis is rejected when the probability value is less than the level of significance, but when the probability value is higher than the level of significance, the hypothesis is retained. However, where the hypothesis is rejected, Scheffe's test is employed to determine the differences in the respondents' perceptions.

Hypothesis 1: There is no significant Difference in the perception of Principals, Teachers and Supervisors on the Application of Classroom Reward in Upper Basic Schools in North-Central Zone, Nigeria.

Table 4.11 shows the mean score in the perception of principals, teachers and supervisors on the application of classroom reward in upper basic schools in North-Central Zone, Nigeria, it shows no significant relationship.

Table 4.9: Analysis of Variance (ANOVA) on the Application of Classroom Reward in Upper Basic Schools in North-Central Zone, Nigeria

Source	Sum of Square	DF	Mean Square	F-ratio	F-critical	P-value
Between groups	307.482	2	153.741	18.274	45.515	.134
Within groups	3482.506	1031	.356			
Total	3789.988	1033				

In table 4.9, the computed probability is .134 and this is higher than the 0.05 level of significance set for this study. In other words, the calculated F- ratio value of 18.274 is less than the critical value of 45.515 while the calculated P-value of .134 is greater than the 0.05 level of significance. Therefore, the null hypothesis (Ho1) failed to be rejected (in other word it was retained). This is because teachers encourage other students in the class to clap for a student who responds well such as locomotive clapping, Arabia clapping, cloud and rainfall clapping to mention but a few. It could be concluded that there was no significant difference on the perception of principals, teachers and supervisors on application of classroom reward in upper basic schools in North-Central Zone, Nigeria, Nigeria.

Hypothesis 2: There is no significant Difference in the Perception of Principals, Teachers and Supervisors on the Application of Classroom Seating Arrangement in Upper Basic Schools in North-Central Zone, Nigeria.

The number of items used on the application of classroom seating arrangements in upper basic schools in North-Central Zone, Nigeria was 10: In testing the hypothesis, analysis of variance (ANOVA) procedure was used because of the three categories of the respondents.

Table 4.10 shows the mean score in the perception of principals, teachers and supervisors on the application of classroom seating arrangements in upper basic schools in North-Central Zone, Nigeria, it shows no significant relationship.

Table 4.10: Analysis of Variance (ANOVA) on the Application of Classroom Seating Arrangement in Upper Basic Schools in North-Central Zone, Nigeria.

Source	Sum of Square	DF	Mean Square	F-ratio	F-critical	P-value
Between groups	1260.261	2	630.131	12.829	250.821	.079
Within groups	2590.153	1031	2.512			
Total	3850.414	1033				

In table 4.10, the computed probability is .079 and this is higher than the 0.05 level of significance set for this study. In other words, the calculated F- ratio valve of 12.829 is less than the critical value of 250.821 while the calculated P-value of .079 is greater than the 0.05 level of significance. Therefore, the null hypothesis (Ho2) failed to be rejected (in other word it was retained). This is because short sighted students, partially deaf students, extroverts students and students with down syndrome were seated in the front rows in the classroom. It could be concluded that there was no significant difference in the perception of principals, teachers and supervisors on application of classroom seating arrangements in upper basic schools in North-Central Zone, Nigeria.

Hypothesis 3: There is no significant Difference in the Perception of Principals, Teachers and Supervisors on the Application of Classroom Participation in Upper Basic Schools in North-Central Zone, Nigeria.

The number of items used on the application of classroom participation in upper basic schools in North-Central Zone, Nigeria was 10: In testing the hypothesis, analysis of variance (ANOVA) procedure was used because of the three categories of the respondents.

Table 4.11 shows the mean score in the perception of principals, teachers and supervisors on application of classroom participation in upper basic schools in North-Central Zone, Nigeria, it shows no significant relationship.

Table 4.11: Analysis of Variance (ANOVA) on the Application of Classroom Participation Technique in Upper Basic Schools in North-Central Zone, Nigeria

Source	Sum of Square	DF	Mean Square	F-ratio	F-critical	P-value
Between groups	997.585	2	489.792	180.571	15.09	.013
Within groups	2847.943	1031	2.762			
Total	3845.528	1033				

In table 4.11, the computed probability is .013 and this is lower than the 0.05 level of significance set for this study. In other words, the calculated F- ratio value of 180.571 is higher than the critical value of 15.09 while the calculated P-value of .013 is lower than the 0.05 level of significance. Therefore, the null hypothesis (Ho3) was rejected. It could be concluded that there was significant difference in the perception of principals, teachers and supervisors on the application of classroom participation in upper basic schools in North-Central Zone, Nigeria.

Table 4.12: Summary of Scheffe's Multiple Comparison test on the Application in the Perception of Classroom Participation in Upper Basic Schools in North-Central Zone, Nigeria

Respondents	N	Mean
Principal	346	5.360
Teachers	382	5.417
Supervisors	306	7.136

As indicated by Table 4.12, the mean score of principals 5.360 was found to be closer to that of teachers 5.417, implying that the difference between the two respondents were not significant. However, the mean score of supervisors 7.136 was found to be

higher than that of principals and teachers. This implies that the supervisors differ significantly in their perceptions on application of classroom participation in upper basic schools in North-Central Zone, Nigeria.

Hypothesis 4: There is no significant Difference in the Perception of Principals, Teachers and Supervisors on the Application of Punishment as a Classroom Management Technique in Upper Basic Schools in North-Central Zone, Nigeria.

The number of items used in the application of classroom punishment technique in upper basic schools in North-Central Zone, Nigeria was 10: In testing the hypothesis, analysis of variance (ANOVA) procedure was used because of the three categories of the respondents.

Table 4.13 showed the mean score of principals, teachers and supervisors on application of classroom punishment technique in upper basic schools in North-Central Zone, Nigeria, it showed no significant relationship.

Table 4.13: Analysis of Variance (ANOVA) on the Application of Punishment as a Classroom Management Technique in Upper Basic Schools in North-Central Zone, Nigeria

Source	Sum of Square	DF	Mean Square	F-ratio	F-critical	P-value
Between groups	1.190	2	187.209	1.984	2.725	0.613
Within groups	846.284	1031	21.169			
Total	847.474	1033				

In table 4.13, the computed probability is 0.613 and this is higher than the 0.05 level of significance set for this study. In other words, the calculated F- ratio valve of 1.984 is less than the critical value of 2.725 while the calculated P-value of 0.613 is greater than the 0.05 level of significance. Therefore, the null hypothesis (Ho4) failed to be rejected (in other word it was retained). This is because suspension and other forms of

punishment were meted on students to correct their deviant or disruptive behaviours. It could be concluded that there were no significant difference in the perception of principals, teachers and supervisors on the application of classroom punishment in upper basic schools in North-Central Zone, Nigeria.

Hypothesis 5: There is no significant Difference in the Perception of Principals, Teachers and Supervisors on the Application of Time as a Classroom Management Technique in Upper Basic Schools in North-Central Zone, Nigeria.

The number of items used on the application of time technique in upper basic schools in North-Central Zone, Nigeria was 10: In testing the hypothesis, analysis of variance (ANOVA) procedure was used because of the three categories of the respondents.

Table 4.14 shows the mean score in the perception of the principals, teachers and supervisors on the application of time technique in upper basic schools in North-Central Zone, Nigeria, it shows a significant difference.

Table 4.14: Analysis of Variance (ANOVA) on the Perceptions of Principals, Teachers and Supervisors on the Application of Time as a Classroom Management Technique in Upper Basic Schools in North-Central Zone, Nigeria.

Source	Sum of Square	DF	Mean Square	F-ratio	F-critical	P-value
Between groups	678.335	2	339.168	16.520	11.960	.037
Within groups	2914.980	1031	2.827			
Total	3593.315	1033				

In table 4.14, the computed probability is .037 and this is less than the 0.05 level of significance set for this study. In other words, the calculated F- ratio valve of 16.520 is greater than the critical value of 11.960 while the calculated P-value of .037 is less than

the 0.05 level of significance. Therefore, the null hypothesis (Ho5) was rejected. It could be concluded that there was significant difference in the perception of principals, teachers and supervisors on the application of time technique in upper basic schools in North-Central Zone, Nigeria.

Table 4.15: Summary of scheffe’s multiple comparison test of Principals, Teachers and Supervisors on the Application of Time as a Classroom Management Technique in Upper Basic Schools in North-Central Zone, Nigeria.

Respondents	N	Mean
Principal	346	12.630
Teachers	382	13.658
Supervisors	306	10.234

As indicated by Table 4.15, the mean score of principals 12.630 was found to be closer to that of teachers 13.658, implying that the difference between the two respondents were not significant. However, the mean score of supervisors 10.234 was found to be lower than that of principals and teachers. This implies that the supervisors differ significantly in their perception on application of time management technique in upper basic schools in North-Central Zone, Nigeria.

Hypothesis 6: There is no significant Difference in the Perception of Principals, Teachers and Supervisors on the Application of Classroom Rules and Regulations Technique in Upper Basic Schools in North-Central Zone, Nigeria.

The number of items used on the application of classroom rules and regulations in upper basic schools in North-Central Zone, Nigeria was 10: In testing the hypothesis, analysis of variance (ANOVA) procedure was used because of the three categories of the respondents.

Table 4.16 shows the mean score in the perception of the principals, teachers and supervisors on application of classroom rules and regulations in upper basic schools in North-Central Zone, Nigeria, it shows no significant relationship.

Table 4.16: Analysis of Variance (ANOVA) on the Application of Classroom Rules and Regulations Technique in Upper Basic Schools in North-Central Zone, Nigeria.

Source	Sum of Square	DF	Mean Square	F-ratio	F-critical	P-value
Between groups	5.054	2	2.527	9.863	12.091	1.28
Within groups	3019.828	1031	2.929			
Total	3024.882	1033				

In table 4.16, the computed probability is 1.28 and this is higher than the 0.05 level of significance set for this study. In other words, the calculated F- ratio value of 9.863 is less than the critical value of 12.091 while the calculated P-value of 1.28 is greater than the 0.05 level of significance. Therefore, the null hypothesis (Ho₆) failed to be rejected (in other words it was retained). This is because students were allowed to leave their seats without taking permission as a form of compliance to the rules and regulations in the classroom. Also rules and regulations regarding use of school facilities were spelt out to student. It could be concluded that there was no significant difference in the perception of principals, teachers and supervisors on the application of classroom rules and regulations in upper basic schools in North-Central Zone, Nigeria.

Hypothesis 7: There is no significant Difference in the Perception of Principals, Teachers and Supervisors on the Application of Communication as a Classroom Management Technique in Upper Basic Schools in North-Central Zone, Nigeria.

The number of items used on the application of classroom communication as management technique in upper basic schools in North-Central Zone, Nigeria was 10: In testing the hypothesis, analysis of variance (ANOVA) procedure was used because of the three categories of the respondents.

Table 4.17 shows the mean score in the perception of principals, teachers and supervisors on the application of classroom communication as management technique in upper basic schools in North-Central Zone, Nigeria, it shows a significant relationship.

Table 4.17: Analysis of Variance (ANOVA) on the Application of Communication as a Classroom Management Technique in Upper Basic Schools in North-Central Zone, Nigeria

Source	Sum of Square	DF	Mean Square	F-ratio	F-critical	P-value
Between groups	1100.843	2	550.422	13.081	2.133	.000
Within groups	2953.609	1031	2.865			
Total	4054.452	1033				

In table 4.17, the computed probability is .000 and this is less than the 0.05 level of significance set for this study. In other words, the calculated F- ratio value of 13.081 is greater than the critical value of 2.133 while the calculated P-value of .000 is less than the 0.05 level of significance. Therefore, the null hypothesis (Ho7) was rejected. It could be concluded that there was a significant difference in the perception of principals, teachers and supervisors on application of classroom communication technique in upper basic schools in North-Central Zone, Nigeria.

Table 4.18: Summary of Scheffe’s Multiple Comparison test of Principals, Teachers and Supervisors on the Application of Communication as a Classroom Management Technique in Upper Basic Schools in North-Central Zone, Nigeria

Respondents	N	Mean
Principal	346	10.169
Teachers	382	11.328
Supervisors	306	7.631

As indicated in Table 4.18, the mean score of principals 10.169 was found to be closer to that of teachers 11.328, implying that the difference between the two respondents were not significant. However, the mean score of supervisors 7.631 was found to be lower than that of principals and teachers. This implies that the supervisors differ significantly in relation to their responses on the application of classroom communication in upper basic schools in North-Central Zone, Nigeria.

4.5 Summary of Hypotheses Testing

In view of the findings on perceptions of stakeholders’ on application of reward as management technique in upper basic schools in North-Central Zone of Nigeria, the summary of the hypotheses are presented in table 4.19 below.

Table 4.19: Summary of Hypotheses

S/N	Hypotheses	Statistical Method involved	Level of Sig.	Df	F-cal	P.val	Conclusion
1	There is no significant difference in the perception of principals, teachers and supervisors on the application of classroom reward in upper basic schools in North-Central Zone.	ANOVA	0.05	2	18.274	.134	H0₁ Retained
2	There is no significant difference in the perception of principals, teachers and supervisors on the application of classroom seating arrangements in upper basic schools in North-Central Zone.	ANOVA	0.05	2	12.829	.079	H0₂ Retained
3	There is no significant difference in the perception of principals, teachers and supervisors on the application of classroom participation in upper basic schools in North-Central Zone.	ANOVA and scheffe's post-Hoc test	0.05	2	180.571	.013	H0₃ Rejected
4	There is no significant difference in the perception of principals, teachers and supervisors on the application of classroom punishment in upper basic schools in North-Central Zone.	ANOVA	0.05	2	1.984	0.613	H0₄ Retained
5	There is no significant difference in the perception of principals, teachers and supervisors on the application of time technique in upper basic schools in North-Central Zone.	ANOVA and scheffe's post-Hoc test	0.05	2	16.520	.037	H0₅ Rejected
6	There is no significant difference in the perception of principals, teachers and supervisors on the application of classroom rules and regulations in upper basic schools in North-Central Zone.	ANOVA	0.05	2	9.863	1.28	H0₆ Retained
7	There is no significant difference in the perception of principals, teachers and supervisors on the application of classroom communication in upper basic schools in North-Central Zone.	ANOVA and scheffe's post-Hoc test	0.05	2	13.081	.000	H0₇ Rejected

Table 4.19 shows the summary of hypotheses. Out of the seven hypotheses shown in table 4.19, four were retained while three were rejected. The three rejected hypotheses were subjected to Scheffe's post-hoc test to ascertain the extent of significant difference of the respondents.

Observation from the mean scores of the respondents; principals, teachers and supervisors on the perceptions of stakeholders on application of reward as management technique in upper basic schools in North-Central Zone of Nigeria showed that there was significant difference between the respondents on the perceptions of stakeholders on application of reward as management technique in upper basic schools which were significant enough to counter the no significant relationship. These are:

In a nutshell, the following explanations were supplied in the summary of hypotheses testing.

The test of hypothesis on application of classroom reward technique in upper basic schools in North-Central Zone Nigeria, showed that responses of principals and supervisors were significantly close in their perception on application of reward technique while that of teachers differed significantly.

The test of hypothesis on the application of classroom seating arrangement in upper basic schools in North-Central Zone Nigeria, showed that the responses of principals and supervisors were significantly close in their perception on the application of seating arrangement technique while that of teachers differed significantly.

The test of hypothesis on application of classroom participation technique in upper basic schools in North-Central Zone Nigeria, showed that principals and teachers' responses were close while that of supervisors differed significantly.

The test of hypothesis on application of punishment technique in upper basic schools in North-Central Zone Nigeria showed that principals and supervisors responses were significantly closed in their perception which was significantly different from that of the teachers.

The test of hypothesis on application of time management technique in upper school in North-Central Zone, Nigeria showed that the principals and teachers' responses

were significantly close while that of the supervisors differed significantly in their perception on application of time management techniques in upper Basic schools in Upper Basic schools.

The test of Hypothesis on the application of rules and regulations technique in Upper Basic schools in North-Central Zone, Nigeria showed that Principals and teachers responses were significantly closed while that of supervisors differed significantly in their perception on application of rules and regulation technique in upper Basic Schools in North-Central, Zone of Nigeria.

The test of Hypothesis on the application of communication technique in Upper Basic Schools in North-Central Zone, Nigeria showed that the principals and teachers responses were significantly close while that of the supervisors differed significantly in their perception on application of communication technique.

4.6 Summary of the Findings

The study established that:

1. Physical rewards such as (giving of biros, exercise books, textbooks); Symbolic rewards like (placing of an intelligent student's picture on the notice board) and psychological rewards (various forms of clapping–locomotive, Arabia among others) were used to motivate students towards enhanced academic achievement. The hypothesis leading to this finding was retained as the p.value was .134 which was higher than 0.05 level of significance; this revealed that there is no significant difference in the perception of stakeholders in the use of rewards. This was in line with hypothesis 1 which states that, there is no significant difference in the perception of principals, teachers and supervisors on application of classroom rewards in Upper basic schools in North-Central Zone, Nigeria.

2. Seats were arranged away from areas of distractions such as school fields and shops and consideration was given to class size, shape and teachers mobility in the classroom which contributed to the enhancement of learning. The hypothesis leading to this finding was retained since the p.value was .079 which was higher than 0.05 level of significance; this therefore revealed a no significant difference in the perception of stakeholders in the way seats were arranged from areas of distraction such as school fields and shops. This is in line with hypothesis 2 that states that there is no significant difference in the perceptions of principals, teachers and supervisors on application of classroom seating arrangements in upper basic schools in North-Central Zone, Nigeria.
3. Grouping students for class discussion and guiding them in solving problems at the chalkboard did not promote their academic ability in upper basic schools. The hypothesis leading to this finding was rejected as the p.value was .013 which was lower than 0.05 level of significance, this therefore revealed a significant difference in the perceptions of stakeholders as grouping students together for group assignments and group projects did not enhanced their learning. This agrees with hypothesis 3 which says there is significant difference in the perception of principals, teachers and supervisors on application of classroom participation in upper basic schools in North-Central Zone, Nigeria.
4. Suspension and other forms of punishment were meted out to students with deviant behaviour to readjust them to focus on their studies and perform well in upper basic schools in the North-Central Zone of Nigeria. The hypothesis leading to this finding was retained since the p.value was .613 which is higher than 0.05 level of significance; this therefore revealed a no significant difference in the perceptions of stakeholders as suspension and other forms of punishments were

meted on students and these enhanced their learning. This was in line with hypothesis 4 which says there is no significant difference in the perceptions of principals, teachers and supervisors on the application of classroom punishment in upper basic schools in North-Central Zone, Nigeria

5. The study discovered that most teachers do not give attention and enough time to difficult subject areas and this has reduced students' learning in upper basic schools in North-Central Zone. The hypothesis leading to this finding was rejected because the p.value was .037 which was lower than 0.05 level of significance; this therefore revealed a significance difference in the perceptions of stakeholders as teachers do not give enough attention to difficult subject areas in the class which has not enhanced learning. This was in line with hypothesis 5 which states that there was significant difference in the perceptions of principals, teachers and supervisors on application of classroom time technique in upper basic schools in North-Central Zone, Nigeria.
6. Students were not allowed to leave their seats without taking permission as a form of rules and regulations in the classroom, which enabled them to concentrate properly on their studies. The hypothesis leading to this finding was retained of which the p.value was 1.28 which was higher than 0.05 level of significance; this therefore revealed a no significance difference in the perceptions of stakeholders that students were not allowed to leave their seats without permission and this has enhanced their learning. This was in line with hypothesis 6 which says there is no significant difference in the perceptions of principals, teachers and supervisors on application of classroom rules and regulations in upper basic schools in North-Central Zone, Nigeria

7. Most teachers in the school do not use firm voice with appropriate volume in the classroom as a form of communication to convey instructions and improve students' learning. Also, few teachers occasionally communicated with students on their achievements to motivate them and perform well in the school. The hypothesis leading to this finding was rejected as the p.value was .000 which was lower than 0.05 level of significance. This therefore revealed a significant difference in the perceptions of stakeholders that teachers do not use firm voice with appropriate volume in the classroom as a form of communication to convey instructions and improved students' learning. This was in line with hypothesis 7 which states that there was significant difference in the perceptions of principals, teachers and supervisors on the application of classroom communication in upper basic schools in North-Central Zone, Nigeria.

4.7 Discussions of Findings

In response to research question one presented in table 4.2 which sought to know perceptions of stakeholders on application of reward as a management technique in upper basic schools in North-Central Zone, Nigeria responses of all respondents were collected, analysed and discussed. The findings revealed that gifts such as textbooks, biros, and exercise books were given to students in forms of reward, symbolic reward such as pinning up excellent students' pictures on the board was seen, in addition, different kinds of clapping such as locomotive clapping, Arabia clapping to mention but a few have been found to motivate students towards excellent academic achievement. The hypothesis leading to this finding was retained of which the p.value was .134 which was higher than 0.05 level of significance. This could be compared to the study conducted by Asiya, (2011) on the Effective Rewards as Classroom Management Techniques for Secondary School in Delta State. Results obtained from the study revealed that effective classroom

management techniques include constant engagement of students in activities, use of innovative instructional strategies by teachers, teachers acting as models, monitoring and effective communication during instruction. Findings also showed that teachers' classroom management effectiveness was a powerful motivator of students learning. This is because the p.value obtained was 0.027 which is lower than that of 0.05 level of significance.

In summary, the hypothesis leading to this present research's finding was retained of which the p.value was .134 which was higher than 0.05 level of significant while Asiya study was rejected of which the p.value was 0.027 which is lower than that of 0.05 level of significant. Reward as an incentive therefore incites, inspires and promotes the desire for the individual in learning. Rewarding a positive behaviour of students will help others to learn and behave in a manner that conforms to the ethics or rules in the classroom. The researcher, therefore, is of the view that every positive behaviour rewarded is an opportunity for other students to emulate in order for classroom instructions to be effective.

In response to research question two presented in table 4.3 which sought the perceptions of stakeholders on application of classroom seating arrangement as a management technique in upper basic schools in North-Central Zone, responses of all respondents were collected, analysed and discussed. The findings showed that seats were arranged away from areas of distractions such as school fields and shops, also class size, shape and teachers mobility were given due consideration thereby learning was enhanced. The hypothesis leading to this finding was retained of which the p.value .079 was obtained which is higher than 0.05 level of significant. This could be compared to the study conducted by Adeyemo, (2012) who carried out a study on the difference between effective classroom seating arrangement as management technique and students academic

achievement in Lagos state. The finding showed that effective classroom seating arrangement management skills or techniques have strong and positive influence on students' achievements in physics with the calculated p.value 1.96 which was higher than 0.05 significant level. The findings of the research was in line with empirical studies reviewed under Rachel and Ruhl (2007) Ahmed (2015) and Mohan (2019) which showed that proper seating arrangement was found effective as it enhances students and teachers difference in the class. Also, seating arrangements made it easy for teachers to monitor the students while Rachel and Ruhl (2007) revealed that teachers should allow the nature of the task to dictate the seating arrangement. The researcher agrees that seating arrangement can curb deviant behaviour in the class by taking note of the troublesome students.

In summary, the hypotheses leading to both present and previous research findings were retained of which the present study p.value was .079 which is higher than 0.05 level of significance and Adeyemo p.value was 1.96 which was also higher than 0.05 significant level. Seating arrangement therefore has the potential to affect the level of classroom management and the rate of disruptive classroom behaviour if not well controlled.

In response to research question three presented in table 4.4 which sought the perceptions of stakeholders on application of classroom participation technique in upper basic schools in North-Central Zone of Nigeria, responses of all respondents were collected, analysed and discussed. The findings revealed that grouping students for class discussion and guiding them in solving problems on the chalkboard did not promote their academic ability in upper basic schools. The hypothesis leading to this finding was rejected of which the p.value was .013 which is lower than 0.05 level of significance. This could be compared to the research conducted by Ekwueme, (2011) on the

“Application of Classroom Participation as Management Technique on Teaching and Learning in Secondary Schools in Kano Metropolis”. The research finding showed that different techniques of group participation was used on behavioural problems and also students participation were encouraged which invariably enhanced teaching and learning. The p.value of the reviewed work therefore was 0.018 which was higher than 0.05 significance level. This is in contrast with the empirical studies reviewed under Fakeye and Temitayo (2010) and Sunday (2010) whose findings showed that classroom participation was the only variable that predicted students achievement in Literature-in-English of which a p.value of 4.663 was obtained which was greater than 0.05 level of significance. Also, students participation have significant influence on students achievements. However, the present study’s p.value is 0.013 which is lower than 0.05 level significance, meaning that classroom participation does not have significant influence on students’ learning. The researcher looked at group participation as an important technique because when properly used it can fosters team work on the part of students thereby helping them to complete a task within a stipulated period of time.

In summary, the hypothesis leading to this present research finding was rejected of which the p.value was .013 which was lower than 0.05 level of significance while that of Ekwueme’s study was retained of the p.value 0.018 which was higher than that of 0.05 significance level. Active students’ participation in the class serves as a useful tool to enhanced students’ learning. In support of this, the researcher opined that, active learning and how the teacher evaluates the quality and consistency of participation will help students realize that students’ participation is an essential course goal.

In response to research question four presented in table 4.5 which sought to know the perceptions of stakeholders on application of classroom punishment technique in upper basic schools in North-Central Zone of Nigeria, responses of all respondents were

collected, analysed and discussed. The finding revealed that suspension and other forms of punishments were meted on students with deviant behaviour to readjust them to focus on their studies and perform well in upper basic schools in the North-Central Zone of Nigeria. The hypothesis leading to this finding was retained of which the p.value was .0613 which was higher than 0.05 level of significance. This could be compared to the research conducted by Ahmed (2015) who carried out a similar research titled 'Application of Punishment as Classroom Management Strategies in Public and Private Schools in Pakistan'. His research findings showed that, punishment in the classroom was managed in both public and private schools in Pakistan, group activities and questioning techniques are utilized in both public and private schools, students' behavioural problems were resolved and the students are monitored and rewarded in the academic achievement in both schools with the p.value of 0.79 which was higher than 0.05 significance level. Therefore, if punishment was used wrongly it can cause the students to misbehave thereby creating indiscipline among students.

From the studies reviewed under Asiya (2011), Ekwueme (2011) and Ahmed (2015) whose findings showed that punishment if found effective could curb deviant behaviours and that students could be corrected through the use of different types of punishment, which is also in agreement with Ekwueme (2011) whose finding showed that punishment has different techniques that can be used in classroom management to enhance teaching and learning.

In response to research question five presented in table 4.6 which sought to determine the appraisal of the perceptions of stakeholders on application of time management technique in upper basic schools in North-Central Zone of Nigeria, the responses of all respondents were collected, analysed and discussed. The study discovered that most teachers do not give attention and enough time to difficult subject

areas and this has affected students' learning in upper basic schools in North-Central Zone. The hypothesis leading to this finding was rejected of which the p.value was .037 which was lower than 0.05 level of significance. This could be compared to the research conducted by Muntaz, (2014) titled "Application of time as classroom management Technique in Senior Secondary School, Level in Pakistan". The findings revealed that most teachers do not use time management technique in teaching and learning thereby, reducing the performance of the students in senior secondary school level in Pakistan with the p.value 0.04 which was lower than 0.05 significance level. Both research findings showed significant difference from the hypotheses testing on time management technique in the schools. This was because the two hypotheses were rejected. Instances now abound where teachers complain of lack of time to do certain things which they ought to have done. A good teacher must make effective use of his time for everything he plans to do. The finding which is in agreement with empirical review of Kayode and Ayodele (2015) whose findings showed that there was no significant difference between teachers time management and students academic performance. While the level of teachers' time management and academic performance was moderate, this was seen as computed probability was 0.010 which was less than 0.05 level of significance. While Jason, Loeb and Wajime's (2008) findings showed that time management skills when allocated properly will help to manage instruction in schools. In essence, time management is a valuable resource. Teachers both old and new need to be given proper orientation in order to enhance effectiveness in classroom management.

In response to research question six presented in table 4.7 which sought to know the perceptions of stakeholders on application of classroom rules and regulations technique in upper basic schools in North-Central Zone of Nigeria, responses of all respondents were collected, analysed and discussed. The finding of the study showed that

students were not allowed to leave their seats without taking permission as a form of compliance to rules and regulations in the classroom, which enabled students to concentrate properly on their studies. The hypothesis leading to this finding was retained of which the p.value was 1.28 which was higher than 0.05 level of significance. This could be compared to the research conducted by Odekunle and Adeola (2015) on “Teachers Knowledge and Application of Classroom Rules and Regulations Techniques in Business Education in Nigeria”. From the findings, teachers’ knowledge in classroom rules and regulations management and the application of classroom rules and regulations management techniques was significantly different from each other and that most teachers are yet to be knowledgeable on issues about classroom rules and regulations management techniques with the p.value of 0.01 which was lower than that of 0.05 significant level. This was in agreement with Jordan (2019) which was reviewed in the empirical studies, and the findings showed that designing and implementing rules and procedures have a profound impact on students’ behaviour and on students’ learning where rules and procedures were effectively implemented. Also, the findings of Ponfua (2015) showed that rules and procedures are effective in curbing deviant behaviours in the class.

In summary, the hypothesis leading to this present research finding was retained of which the p.value was 1.28 which was higher than 0.05 significant level while Joy and Margaret’s (2015) study was rejected of which the p.value .001 which was lower than 0.05 level of significance. This was supported by Afolabi (2014) who asserted that, for most teachers in Nigerian secondary schools, the foundation of the management of classroom was a clear set of rules and consequences. He further stressed that teachers need to establish general rules of conduct to ensure that the classroom runs smoothly. The

general strategy was to have an idea of what rules were needed, these means including the students in creating the rules as well as the consequences for breaking them.

In response to research question seven presented in table 4.8 which sought to know the perceptions of stakeholders on application of classroom communication technique in upper basic schools in North-Central Zone, Nigeria, responses of all respondents were collected, analysed and discussed. The finding showed that most teachers in the school do not use firm voice with appropriate volume in the classroom as a form of communication to convey instructions and improved students' learning. Also, few teachers occasionally communicate with students about their achievement to motivate them and perform well in the school. The hypothesis leading to this finding was rejected of which the p.value was .000 which was lower than 0.05 level of significance. This could be compared to a similar research conducted by Hope (2013) titled "Perceptions of Stakeholders on Communication Process as Classroom Management Strategies in Junior Secondary Schools in Nnewi Metropolis in Anambra State: The Impact on Students' Achievement". The study found out that internationalist and interventionist instructional management classroom style groups were similar in the test of reading English language and answering of Mathematics questions orally. The finding showed no significant difference between the groups in student outcomes with the p.value .042 which was lower than that of 0.05 significance level. This was supported by Jones (2010) who explain that successful teaching implies effective communication. The studies by Onlele (2013) titled "Effective Classroom Management Strategies in Selected Secondary Schools in Owerri South, Imo State" and Ponfua (2015) titled " Assessment of Classroom Techniques in Secondary Schools in Cameroon respectively were reviewed in the empirical studies. The findings showed that proper mediums of communication can curb deviant behaviours in the class if adequate communications skills are used, while on the other hand Ponfua's

findings showed that appropriate communication skills is vital in classroom management. This is in contrast with the research findings of this work whose p.value .000 which is lower than 0.05 level of significance. This showed that communication was found to be ineffective as teachers do not use appropriate medium like eye contact, mimics and gestures as forms of communication, also teachers' do not listen to students' questions and respond appropriately as a form of communication.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This study was carried out to appraise the perceptions of stakeholders on application of classroom management techniques in upper basic schools in North-Central Zone, Nigeria. This chapter discusses the general summary, conclusions and also makes recommendations based on the findings from the study.

5.2 Summary

The study was pedagogically stratified into five chapters: chapter one was the introduction to the study, statement of problem, objectives, research questions, hypotheses, basic assumptions, significance and scope of the study which formed a formidable foundation for the framework of the study within which the investigation was carried out. The objectives were to: examine the perceptions of stakeholders on application of reward as a management technique in upper basic schools in North-Central Zone; ascertain the perceptions of stakeholders on application of classroom seating arrangement as a management technique in upper basic schools in North-Central Zone; determine the perceptions of stakeholders on application of classroom participation technique in upper basic schools in North-Central Zone; assess the perceptions of stakeholders on application of classroom punishment technique in upper basic schools in North-Central Zone; evaluate the perceptions of stakeholders on application of time technique in upper basic schools in North-Central Zone; examine the perceptions of stakeholders on application of classroom rules and regulations technique in upper basic schools in North-Central Zone; and determine the perceptions of stakeholders on application of classroom communication technique in upper basic schools in North-Central Zone, Nigeria.

The relevant and related literatures were established in order to foreground a theoretical basis for the study in line with the objectives of the study, research questions and hypotheses. Thus, the areas reviewed included, conceptual framework, theoretical framework, perceptions of stakeholders on application of reward management technique, seating arrangement, class participation, classroom punishment, time, classroom rules and regulations technique, communication in upper basic schools in the North-Central Zone.

Survey design was chosen for the study. The population of this study comprised 3,187 school principals, 61,825 teachers and 1,420 Supervisors, making a total of 66,432. Research Advisors (2006) at 0.05 Confidence Level was used to determine the sample size of the principals, teachers and supervisors. The total sample size for the study was 1034 that is, 346 principals, 382 teachers and 306 supervisors. The instrument used for the collection of data was a structured questionnaire designed by the researcher and it was certified and validated by the researchers' supervisors and found reliable after it has been subjected to a pilot test at coefficient of reliability index of Alpha level of 0.79. This reliability coefficient was considered reliable for the internal consistency of the instrument. The researcher, through the help of three research assistants, carried out the administration of the questionnaire. One assistant was employed for each state selected for the study. The researcher trained the research assistants thoroughly before they administered the questionnaires in the various states under study. The data collected were analysed using relevant descriptive and inferential statistics. Descriptive statistics such as percentage was used to analyse demographic data of the respondents as well as research questions. Also, inferential statistics such as Analysis of Variance (ANOVA) statistical technique was used to test the seven hypotheses formulated at 0.05 level of significance. The Statistical Package for Social Sciences (SPSS) version 20.0 was used to facilitate the data analysis.

The researcher presented, analysed and discussed data collected from respondents sampled from the various schools selected for the study. The presentation and analysis of data started with the bio-data of the respondents, principals, teachers and supervisors on appraisal of the stakeholders' on the application of classroom management techniques in upper basic schools in North-Central Zone, Nigeria which were analysed in frequencies and percentages tabulated. Analysis of variance (ANOVA) was used because of its relevance in the study to determine the level of significant difference in the perceptions of the respondents. Out of the seven hypotheses formulated in chapter one, four were retained while three were rejected. In addition, the findings and discussions of the data were presented to establish relationship between the variables of the study.

Gifts such as textbooks, biros, exercise books were given to students as rewards, symbolic reward such as pinning up excellent students' pictures on the board were seen, in addition, different kinds of clapping such as locomotive clapping, Arabia clapping to mention but a few have been found to motivate students towards excellent learning. The hypothesis leading to this finding was retained of which the p.value was .134 which was higher than 0.05 level of significance; this therefore revealed a no significant difference in the appraisal of the perception of stakeholders in the use of reward such as; text book, exercise book, placement of pictures on the board to mention but a few, this is in line with hypothesis 1 which says there is no significant relationship in the perception of principals, teachers and supervisors on the application of classroom reward in upper basic schools in North-Central Zone, Nigeria.

Seats were arranged away from areas of distraction such as fields and school shops also class size, shape and teachers mobility were given due consideration thereby learning was enhanced. The hypothesis leading to this finding was retained of which the p.value was .079 which was higher than 0.05 level of significance; this therefore revealed

a no significant difference in the perception of stakeholders in the way seats were arranged from areas of distractions such as school field and shops. This is in line with hypothesis 2 that stated, there is no significant relationship in the perception of principals, teachers and supervisors on the application of classroom seating arrangements technique in upper basic schools in North-Central Zone, Nigeria.

Grouping students for class discussion and guiding them in solving problems on the chalkboard did not promote their academic ability in upper basic schools. The hypothesis leading to this finding was rejected of which the p.value was .013 which was lower than 0.05 level of significance; this therefore revealed a significant difference in the perception of stakeholders as grouping students together for group assignment and group project did not enhance their learning. This in line with hypothesis 3 which says there is a significant relationship in the perception of principals, teachers and supervisors on the application of classroom participation in upper basic schools in North-Central Zone, Nigeria.

Suspension and other forms of punishment were meted on students with deviant behaviour to readjust them to focus on their studies and perform well in upper basic schools in the North-Central Zone of Nigeria. The hypothesis leading to this finding was retained of which the p.value was .0613 which was higher than 0.05 level of significant; this therefore revealed a no significance relationship in the perception of stakeholders as suspension and other forms of punishments were meted on students and this has enhanced their learning. This in line with hypothesis 4 which says there is no significant relationship in the perception of principals, teachers and supervisors on the application of classroom punishment technique in upper basic schools in North-Central Zone, Nigeria.

The study discovered that most teachers do not give attention and enough time to difficult subject areas and this has reduced students' learning in upper basic schools in

North-Central Zone, Nigeria. The hypothesis leading to this finding was rejected of which the p.value was .037 which was lower than 0.05 level of significance; this therefore revealed a significant relationship in the perception of stakeholders as teachers do not give enough attention to difficult subject areas in the class, this has not enhance learning. This is in line with hypothesis 5 which says there is significant relationship in the perception of principals, teachers and supervisors on the application of time technique in upper basic schools in North-Central Zone, Nigeria.

Students were not allowed to leave their seats without taking permission as a form of compliance to rules and regulations in the classroom, this enable students to concentrate properly on their studies. The hypothesis leading to this finding was retained of which the p.value was 1.28 which was higher than 0.05 level of significance; this therefore reveals a no significant relationship in the perception of stakeholders that students are not allowed to leave their seats without permission and this has enhanced their learning. This in line with hypothesis 6 which says there was no significant relationship in the perception of principals, teachers and supervisors on the application of classroom rules and regulations technique in upper basic schools in North-Central Zone, Nigeria.

Most teachers in the school do not use firm voice with appropriate volume in the classroom as a form of communication to convey instructions and improve students' learning. Also, few teachers occasionally communicate with students about their achievement to motivate them to perform well in the school. The hypothesis leading to this finding was rejected of which the p.value was .000 which was lower than 0.05 level of significant. This therefore revealed a significant relationship in the perception of stakeholders that teachers do not use firm voice with appropriate volume in the classroom as a form of communication to convey instructions and improve students' performance.

This was in line with hypothesis 7 which says there was significant difference in the appraisal of the perceptions of principals, teachers and supervisors on application of classroom communication in upper basic schools in North-Central Zone, Nigeria.

5.3 Conclusion

The study on Appraisal of the Perceptions of Stakeholders' on the Application of Classroom Management Techniques in Upper Basic Schools in North-Central Zone, Nigeria concludes as follows:

Based on the findings of this study, this study established that there is no technique for classroom management that will totally overcome students' behaviour problems if the teachers do not provide interesting and engaging programmes that allow each student to become actively involved in classroom activities.

The study so far focused attention on the various concepts, problems, approaches and techniques of effective classroom management for promoting quality secondary education service delivery. Efforts were made to highlight the role of teachers in classroom management. Effective classroom management significantly affects the climate, motivation, discipline, respect, seating arrangement, communication, goal achievement and students' academic learning in upper basic schools in North-Central Zone, Nigeria.

It can further be concluded that, setting date for submission of assignment helps students to be time conscious and that positive remarks motivate students to work harder.

Finally, the teacher's ability to handle unpleasant behaviour in the classroom, sets an example for students to see the necessity of decent behaviour. Hence, group participation by the students encourages and maintains academic and social relations.

5.4 Recommendations

From the findings of the study, the following recommendations are put forward:

1. Teachers should pay more attention to a students' learning characteristics by asking him/her to stand in front of the class and give oral answers and such a student should be rewarded accordingly. Also, teachers should use verbal praise to reward students who answer questions intelligently, using rewards such as excellent, good, great, which invariably will enhanced their learning;
2. Students' seats should be arranged by bringing low and high achievers to seat together. Teachers should ensure that short sighted students are seated in the front row to help them see the board well, which will improve students' concentration and better learning;
3. Students should be grouped together for discussion in the class in order to develop their academic ability;
4. Application of punishment during classroom management should be made a temporary drive as students always associate fear of pain with study and it is not healthy to keep students under a permanent state of siege;
5. Time management skills of the teacher during classroom management should be sustained while principals' and supervisors' efforts should be directed towards regular visitation to classrooms. This should be done to avoid those factors that can constitute impediments to teachers' time management skills during interaction with students;
6. Teachers should give students the opportunity to develop class rules. Students who participate in creating rules tend to understand them better and are likely to obey them. Teachers should always ensure that students do not leave their seats without taking permission and as well, not allowed to talk without raising their hands as a

form of compliance to rules and regulations in the classroom. This should be done to promote orderliness and to help students concentrate properly in their studies; and

7. Teachers should be aware of the importance of the non-verbal communication and use it to set the tone for the lesson and in favour of students to create a more motivating, comfortable, confident environment in class for a better classroom instruction.

5.5 Suggestions for Further Study

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

1. The negative effects of punishments on teaching and learning; from the stakeholders perspective on students' academic performance; (this is because the issue of punishment has always been examined from student's perspective).
2. Assessment of the importance of non-verbal communication in classroom management on students' academic achievement; (this is because non-verbal communication has a role to play in the teaching and learning process).
3. An appraisal of students engagement in school towards a sense of belonging and participation; (this is necessary since students are part of the learning process and therefore must be carried along).
4. The effects of teacher- students relationship on students' academic achievement in senior secondary schools; (this is important since a positive students-teacher relationship will contribute to the attainment of educational objectives).
5. Impact of the assertive discipline and the corresponding influence on positive students' behaviour management for today's classroom (the reason being that assertive discipline is becoming increasingly neglected thus creating a chaotic learning environment).

5.6 Contributions to Knowledge

The study has been able to identify:

1. Different kinds of clapping such as locomotive clapping, Arabia clapping, 1-5 fingers clapping, mosquito clapping, cloud and rainfall clapping, to mention but a few were used to reward students' excellent responses to questions. The computed probability of .134 was obtained which shows a significant relationship as this was in agreement with empirical studies reviewed under Asiya (2011) and Ekweme (2011) which showed that reward was found effective in schools who use it, which also revealed that there are various ways of applying reward technique to enhance teaching and learning.
2. Physically challenged students were seated in the front row of the class and this has enhanced their learning, physically challenged students such as students with down syndrome, partially deaf students, short sighted students to mention but a few.

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APPENDIX A



DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM
Faculty of Education
AHMADU BELLO UNIVERSITY, ZARIA

Vice-Chancellor: Professor Ibrahim Garba, B.Sc (Hons) Geology, M.Sc (Mineral Exploration) ABU, Ph.D Geology (London), D.I.C., FIMACS
Head of Department: Dr. Musa Idris Harbau, GRU (TC), MCE BA (Ed), M.Ed Admin and Planning (BUK), PhD Admin and Planning (ABU)

Our Ref: DEFC/S.25

Date: 10-6-2018

Dear Sir,

LETTER OF INTRODUCTION

The bearer, BUKUYI KESTON with Registration Number P15EDFC9013 is a student in this department. He/She is carrying out research, being part of requirement for graduation, in PHD ADMINISTRATION AND PLANNING. He/She needs certain information in your organization. Kindly, allow him/her have access to information in your organization. The information obtained will be used for research purpose only. The topic of his/her research is

APPRAISING PERCEPTIONS OF STAKEHOLDERS ON APPLICATION OF CLASSROOM MANAGEMENT TECHNIQUES IN UPPER BASIC SCHOOLS IN NORTH-CENTRAL ZONE, NIGERIA

Thanks in anticipation of your kind response.

Yours sincerely,

 08/06/2018

Dr. M.I. Harbau
Head of Department

Head of Dept
Dept. of Education
Curriculum
A. B. U. Zaria

APPENDIX B

Department of Educational Foundations
and Curriculum, faculty of Education,
Ahmadu Bello University, Zaria,
Nigeria.

Dear Respondent,

REQUEST LETTER OF DATA COLLECTION

I am a Postgraduate Student carrying out a research on the **APPRAISING PERCEPTIONS OF STAKEHOLDERS ON APPLICATION OF CLASSROOM MANAGEMENT TECHNIQUES IN UPPER BASIC SCHOOLS IN NORTH-CENTRAL ZONE, NIGERIA.**

Your maximum cooperation is hereby solicited in responding to the issues in this questionnaire. This questionnaire is purely for research purposes and your perceptions will be treated confidentially.

Thank you in anticipation for your cooperation.

Yours sincerely,

Bukky Keston
P15EDFC9013

SECTION A: BIODATA OF RESPONDENTS

Instruction: Please, indicate by ticking (√) in the blank spaces that relate to you

1. State/Federal Capital

- (i) Abuja []
- (ii) Benue []
- (iii) Kogi []
- (iv) Kwara []
- (v) Nasarawa []
- (vi) Plateau []

2. Status

- (i) Teacher []
- (ii) Principal []
- (iii) Official of MOE []

3. Gender

- (i) Male []
- (ii) Female []

4. Qualifications

- (i) NCE []
- (ii) B.Ed/B.SEd []
- (iii) M.Ed/MSc Ed []
- (iv) Others (Please, specify if it is not captured in i-iii (c) _____)

5. Years of working experience

- (i) 0-5 years []
- (ii) 6-10 years []
- (iii) 11-15 years []
- (iv) 16-20 years []
- (v) 21 and above []

6. Nature of School

- (i) Boarding []
- (ii) Day []
- (iii) Boarding/Day []

SECTION B: Appraisal of the Perceptions of Stakeholders on Reward as a Management Technique in Classroom in Upper Basic Schools in North-Central Zone, Nigeria

S/No.	Item Statement	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
1.	In my school, teachers use verbal praise to reward students who answer questions intelligently, using rewards such as excellent, good, great.					
2.	In this school, teachers acknowledge excellent response from students by nodding.					
3.	In my school, gifts like textbooks, biros, exercise books are given to students in form of reward.					
4.	Teacher smiles at students whenever they respond well in spoken and written work.					
5.	Teachers encourage other students in the class to clap for the student who respond well such as locomotive clapping, Arabia clapping, 1-5 fingers clapping, cloud and rainfall clapping.					
6.	In this school, teacher thumbs up for a student who in one way or the other has been remarkable in class activities.					
7.	In this school, teacher rewards students, who are exceptionally good and are constantly taking first position.					
8.	In my school, students are given the opportunity to be the teachers' helpers when they step out of the class.					
9.	In my school, teachers give intelligent students a hearty handshake as a form of reward.					
10.	In this school, symbolic rewards such as placing an excellent student's picture in the bulletin board for other students to see encourages them to improve and perform well					

SECTION C: Appraisal of the Perceptions of Stakeholders on Seating Arrangement as a Management Technique in the Classroom in Upper Basic Schools in North-Central Zone

S/No.	Item Statement	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
11.	In my school, students' seats are arranged very well to facilitate easy movement by the teachers, which helps the students to concentrate during lessons.					
12.	Long sighted students are put at the back seats by the teachers in my school to ensure clarity of activities on the board.					
13.	Shorted sighted students are seated in the front seats to help them see the board well, which improves concentration.					
14.	Low and high achievers are seated together in this school to bring about better result.					
15.	In my school, seats are arranged away from areas of distraction (fields) to enable students concentrate.					
16.	Extrovert students are put in the front seats in this school to help curb deviant behaviour so as to help them do well.					
17.	In this school, teachers change students' seats periodically to avoid deviant behaviour from students to enhance concentration.					
18.	In this school, class size and shape are given consideration because they enhance teachers' mobility and close monitoring of students, thereby developing their academic ability					
19.	In my school, the partial deaf students are allowed to seat in the front of the class to help them assimilate very well thereby increasing their knowledge.					
20.	Teachers in my school, arrange the seats in circles to encourage team work thereby bringing about collective participation.					

SECTION D: Appraisal of the Perceptions of Stakeholders on Participation as a Management Technique in the Classroom in Upper Basic Schools in North-Central Zone

S/No.	Item Statement	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
21.	In my school, students are grouped together for discussion in the class and this develops their academic ability					
22.	Students are asked by the teacher to write and read interesting composition to the hearing of other students and this improves their intellectual ability.					
23.	The teacher selects a member to represent an entire group in a class project in this school to motivate others to reform optimally.					
24.	Skill grouping is done by the teacher in this school in which students are given different tasks to perform such as multiplication, division to mention but a few in order to improve their skills.					
25.	In this school, teachers guide students to solve problems on the chalkboard which improves their intellectual ability.					
26.	In this school, teachers allow students to write anonymous questions and such questions are treated in the class for others to benefit.					
27.	In this school, teachers regularly check students' class work and handwork and ask them questions on areas of challenges to see improvement.					
28.	In this school, teachers often exchange answer sheets among students for marking, which encourages independent opinion.					
29.	In this school, teachers engage students intellectually by writing something on the chalkboard and ask them to fill the missing gaps.					
30.	In my school, storytelling session is done in such a way that virtually everyone is involved thereby encouraging participation.					

SECTION E: Appraisal of the Perceptions of Stakeholders on Punishment as a Management Technique in the classroom in Upper Basic Schools in North-Central Zone, Nigeria.

S/No.	Item Statement	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
31	In this school, teachers ask students to stay back in the class as a form of punishment while others are enjoying their break time, which helps curb deviant behaviour.					
32	In my school, suspension is meted on stubborn students as a form of punishment to readjust them to focus on their studies.					
33	In this school, teachers use verbal abusive words on the students as a form of punishment in order to help them adjust and concentrate on their studies.					
34	Teachers in my school offer strong verbal reprimand as a form of punishment such as any more misbehaviour will attract serious consequences to check students' disruptive behaviour.					
35	In this school, teachers use sanctions as a means of punishment such as make the students to kneel down throughout the lesson and picking pin, which helps to curb misbehaviour.					
36	In this school, teachers make students to stay back in the class to complete their homework as a means of punishment to enable them do better in their studies.					
37	In my school, out-of-school suspension is used as a means of punishing on erring student to check disruptive behaviour.					
38	In this school, teachers encourage the booing of students who are disrespectful to correct their behaviours thereby making them to focus on their class work					
39	In my school, teachers send students to the sergeant for flogging to correct their negative behaviour, which makes them concentrate better					
40	In my school, students are stripped off their priviledges for rude behaviour such as announcing such students' removal as head boy or head girl, which changes such students for the better					

SECTION F: Appraisal of the Perceptions of Stakeholders on Time Management Technique in the Classroom in Upper Basic Schools in North-Central Zone, Nigeria

S/No.	Item Statement	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
41.	In my school, teachers plan their lessons properly according to the time scheduled.					
42.	Teachers in my school, adhere strictly to the time allocated to each lesson.					
43.	In my school, teachers delegate tasks to students ahead of time, which ensures quick coverage of course contents. Thus, students are prepared for examination.					
44.	In this study, students are instructed to reserve their questions to the end of the lesson so as to focus on the lesson itself to ensure concentration and better understanding					
45.	In my school, teachers are instructed to structure and organize their lessons thoroughly to save time to ensure that the course contents are effectively taught.					
46.	In my school, teacher spends time on difficult areas of the course contents for proper understanding of concepts.					
47.	In my school, teachers plan for smooth transmission by having materials ready for different areas of the course contents in order to save time.					
48.	In this school, teachers organize well managed group activities within the period of the lesson therefore helping the students to learn fast and perform better					
49.	In this school, teachers make use of instructional materials to drive home important points and save time.					
50.	In my school, teachers give clear and precise instructions at the beginning of the lesson to save time, which enables students to learn better					

SECTION G: Appraisal of the Perceptions of Stakeholders on Classroom Rules and Regulations as a Management Technique in Upper Basic School in North-Central Zone, Nigeria.

S/No.	Item Statement	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
51.	In my school, teachers ensure strict compliance to classroom rules and regulations regarding absenteeism which curtails the students excesses, hence students learn better					
52.	In my school, teachers ensure that late coming is frowned at, and is met with discipline, thus students are readjusted to ensure they learn better					
53.	In my school, students are not allowed to leave their seats without taking permission as a form of rule and regulation in the classroom, which enables students to concentrate properly					
54.	Students are not allowed to talk without raising their hands in my school, thus orderliness and high concentration is maintained by the students, thereby learning better					
55.	In my school, rules and regulations are posted in the bulletin board which guide the students.					
56.	During orientation, rules are spelt out to students in my school, this helps them to be proactive.					
57.	In my school, rules regarding the conduct of examinations are well spelt out and enforced to ensure compliance, this helps to reduce examination malpractices.					
58.	Rules and regulations governing truancy are strictly implemented to help students to be punctual and focused in their studies to avoid absenteeism.					
59.	In my school, rules and regulations are given on use of school facilities such as laboratories and toilets to ensure strict compliance, which enhances teaching and learning					
60.	In my school, rules and regulations are well spelt on interpersonal relationship between male and female students to avoid incidents of illicit relationship. This helps to enhance learning among the students.					

SECTION H: Appraisal of the Perceptions of Stakeholders on Communication as a Management Technique in the classroom in Upper Basic Schools in North-Central Zone, Nigeria

S/No.	Item Statement	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
61.	In my school, teachers use firm voice with appropriate volume in the classroom as a form of communication to convey instruction.					
62.	Eye contact, mimics and gestures are used as a form of communication by teachers in the classroom to drive home lessons.					
63.	In my school, teachers make use of both oral and written communication to facilitate learning and ensure adequate comprehension					
64.	In my school, teachers listen to students' questions and respond appropriately as a form of communication and improves their knowledge					
65.	Teachers' facial expressions are not favourable when students are not responding to questions favourably in my class, thus helping them adjust and focus on their lessons					
66.	In my school, teachers constantly communicate with students about their achievement to motivate.					
67.	In this school, teachers deliver their lessons using simple language and correct sentences.					
68.	In my school, teachers nod to students by way of approval which makes them happy.					
69.	In my school, teachers make use of body movements such as hands, shoulders, eye contact to communicate to deaf and dumb students to encourage them to do better					
70.	Teachers sometimes use email to communicate to students in the class.					

APPENDIX C

Sampled schools, population of sampled principals, teachers and supervisors in Kwara,
Benue, Kogi, Niger, Plateau, Nassarawa and FCT Abuja

KWARA STATE

S/N	Names of Schools	No of Principals	No of Teachers	No of Supervisors
1.	Government Junior Secondary School Agbokuaka	1	3	Ilorin south educational zone
2.	Gov't junior secondary Ajase Ipo	1	3	
3.	Gov't junior secondary Fate Ilorin	1	3	20
4.	Gov't junior secondary Shao	1	3	Supervisors
5.	Gov't junior secondary Kayama	1	3	
6.	Gov't junior secondary school Kuryma	1	3	
7.	Gov't junior secondary school Gaa-Akanbi	1	3	
8.	Gov't junior secondary school Rore	1	3	
9.	Gov't junior secondary school Bacita	1	3	
10.	Gov't junior secondary school Oke- Odo	1	3	
11.	Gov't junior secondary Erin-Ile	1	2	
12.	Gov't junior secondary Eruku	1	2	
13.	Gov't junior secondary school Odu Owa	1	2	
14.	Gov't secondary school Omuaran	1	2	
15.	Junior secondary school Bode Saadu	1	2	
16.	Junior secondary school Ipe	1	2	
17.	Gov't junior secondary school Share	1	2	
18.	Gov't junior secondary school Jebba	1	2	
19.	Junior secondary school Afor	1	2	
20.	Junior secondary school Aranaru	1	2	
21.	Gov't junior day secondary School Agboru	1	2	
22.	Gov't Junior secondary school Obbo Ajegunle	1	2	
23.	Gov't Juionr secondary school Oke Oro	1	2	Ilorin West Educational Zone 13 supervisors
24.	Gov't Junior Secondary School Osi	1	2	
25.	Junior Secondary School Oyun	1	2	
26.	Junior Secondary School Isanlu Isin	1	1	
27.	Junior Secondary School Iludun Oro	1	1	
28.	Gov't Junior Secondary Oke Origbin	1	1	
29.	Gov't Junior Day secondary school Offa	1	-	
30.	Junior Day secondary school, Iwo Isin	1	-	
31.	Gov't day junior secondary school Tanke Ilorin	1	-	
32.	Gov't day junior secondary school Ilorin	1	-	

33.	Gov't junior secondary school Oron	1	-	
34.	Junior secondary school Oro-Ago	1	-	Kaima Educational zone 10 supervisors
35.	Gov't Junior Arandun	1	-	
36.	Junior Secondary school Igbaja	1	-	
37.	Gov't day junior secondary school, Ijagbo	1	-	
38.	Gov't day junior secondary school Igbonla			
39.	Junior Secondary school Kulende	1	-	
40.	Gov't day junior secondary school Alore	1	-	
41.	Gov't junior secondary school Otte	1	-	
42.	Gov't junior secondary school Oko-Erin	1	-	
43.	Gov't Junior secondary school Okesuna	1	-	
44.	Gov't junior secondary school Ijomu Oro	1	-	
45.	Gov't day junior secondary school, Sanmora	1	-	
46.	Gov't junior secondary school, Sawmil Ilorin	1	-	
47.	Gov't junior secondary school Taiwo Oke	1	-	
48.	Gov't Junior secondary school Taivto Saleh	1	-	
49.	Gov't junior secondary school, Oke Oyun	1	-	
50.	Gov't junior secondary school Oko	1	-	
51.	Gov't junior secondary school, Sabo-oke	1	-	
52.	Gov't junior secondary school GRA	1	-	
53.	Gov't junior secondary school Poly Road	1	-	
54.	Gov't junior secondary school Emir road	1	-	
55.	Gov't junior secondary school University road	1	-	
56.	Gov't junior secondary school Sabon Gari	1	-	
57.	Gov't junior secondary school Sabo	1	-	
	TOTAL	57	63	43

KOGI STATE

S/N	Names of Schools	No of Principals	No of Teachers	No of Supervisors
1.	Gov't junior secondary school Idah	1	1	
2.	Gov't junior secondary school, Egwume	1	1	
3.	Gov't Junior secondary school Olowa	1	1	
4.	Gov't junior secondary school Dekina	1	1	
5.	Gov't junior secondary school Agassa	1	1	
6.	Gov't junior secondary school Adankolo	1	1	
7.	Gov't junior secondary school Chikara	1	1	
8.	Gov't junior secondary school Luse Bunu	1	1	
9.	Gov't Junior secondary school Okpo	1	1	
10.	Gov't junior secondary school Okunchi	1	1	
11.	Gov't junior secondary school Ayetoro	1	1	
12.	Gov't junior secondary school Ajaokuta	1	1	
13.	Gov't Junior secondary school Eganyi	1	1	
14.	Gov't junior secondary school, Oboroke	1	1	
15.	Gov't junior secondary school Ikueli	1	1	
16.	Junior secondary school Okenne	1	1	
17.	Gov't junior secondary school Takete Ide	1	1	
18.	Gov't junior secondary school Akpogu	1	1	
19.	Gov't junior secondary school Kuroko	1	1	
20.	Gov't junior secondary school Agbe	1	1	
21.	Gov't Junior secondary school Ayegunle	1	1	
22.	Gov't junior secondary school Agbaja	1	1	
23.	Gov't junior secondary school Idu	1	1	
24.	Gov't junior secondary school Kontokarfe	1	1	
25.	Gov't junior secondary school Bassa	1	1	
26.	Gov't junior secondary school Iyara	1	1	
27.	Gov't junior secondary school Isanlu	1	1	
28.	Gov't junior secondary school, Kabba	1	1	Adavi Educational Zone 13 Supervisors
29.	Gov't junior secondary school, Egbe	1	1	
30.	Gov't junior secondary school, Abagi	1	1	
31.	Gov't junior secondary school, Abejuko	1	1	
32.	Gov't junior secondary school, Upogoro	1	1	
33.	Gov't junior secondary school, Ogidi	1	1	
34.	Gov't junior secondary school, Alalaodun	1	1	
35.	Gov't junior secondary school, Enabo	1	1	
36.	Gov't junior secondary school, Ejuleojebe	1	1	
37.	Gov't junior secondary school, Akpanya	1	1	
38.	Gov't junior secondary school, Odu	1	1	

39.	Gov't junior secondary school, Okenya	1	1	
40.	Gov't junior secondary school, Innye	1	1	
41.	Gov't junior secondary school, Onyedega	1	1	
42.	Gov't junior secondary school, Itobe	1	1	
43.	Gov't junior secondary school, Mopa	1	1	
44.	Gov't junior secondary school, Uboro	1	1	
45.	Gov't junior secondary school, Mozum	1	1	
46.	Gov't junior secondary school, Ejiba	1	1	
	TOTAL	46	44	

PLATEAU STATE

S/N	Names of Schools	No of Principals	No of Teachers	No of Supervisors
1.	Gov't Junior secondary school, KDPYAL	1	2	Zone A educational zone
2.	Gov't Junior secondary school, Toff	1	2	20 supervisors
3.	Gov't Junior secondary school, Horop	1	2	
4.	Gov't Junior secondary school, Mbar	1	2	
5.	Gov't Junior secondary school, Garah	1	2	
6.	Gov't Junior secondary school, Bokkos	1	2	
7.	Gov't Junior secondary school, Kamwai	1	2	
8.	Gov't Junior secondary school, Daffo	1	2	
9.	Gov't Junior secondary school, Mushu	1	2	
10.	Gov't Junior secondary school, Manguna	1	2	
11.	Gov't Junior secondary school, Dankshin	1	2	
12.	Gov't Junior secondary school, Jing	1	2	
13.	Gov't Junior secondary school, Kor	1	2	
14.	Gov't Junior secondary school, Ror	1	1	
15.	Gov't Junior secondary school, Fier	1	1	
16.	Gov't Junior secondary school, Asa	1	1	
17.	Gov't Junior secondary school, Bet	1	1	
18.	Gov't Junior secondary school, Chigwong	1	1	
19.	Gov't Junior secondary school, Zandu	1	1	
20.	Gov't Junior secondary school, Tudun wada	1	1	
21.	Gov't Junior secondary school, Mbam	1	1	
22.	Gov't Junior secondary school, Langtang	1	1	
23.	Gov't Junior secondary school, Talbut	1	1	
24.	Gov't Junior secondary school, Kalong	1	1	
25.	Gov't Junior secondary school, Shendam	1	1	
26.	Gov't Junior secondary school, Dokan Tofa	1	1	
27.	Gov't Junior secondary school, Kuka	1	1	Zone B Educational Zone
28.	Gov't Junior secondary school, Moeket	1	1	23 supervisors
29.	Gov't Junior secondary school, Dinjor	1	1	
30.	Gov't Junior secondary school, LPCHOK	1	1	
31.	Gov't Junior secondary school, Amper	1	1	
32.	Gov't Junior secondary school, Kabwir	1	1	
33.	Gov't Junior secondary school, Dawaki	1	1	
34.	Gov't Junior secondary school, Lebwit	1	1	
35.	Gov't Junior secondary school, Lur	1	1	
36.	Gov't Junior secondary school, Gyangyang	1	1	
37.	Gov't Junior secondary school, Gugur	1	1	

38.	Gov't Junior secondary school, Danyam	1	1	
39.	Gov't Junior secondary school, Ampang west	1	1	
40.	Gov't Junior secondary school, Gipal	1	1	
41.	Gov't Junior college, Jos	1	1	
42.	Gov't Junior secondary school, Rikkos	1	1	Zone C Educational Zone 10 supervisors
43.	Gov't Junior secondary school, Chwalnyap	1	1	
44.	Gov't Junior secondary school, Gangere	1	1	
45.	Gov't Junior secondary school, Gwong	1	1	
46.	Gov't Junior secondary school, Nasarawa Gwong	1	-	
47.	Gov't Junior secondary school, Shonong	1	-	
48.	Gov't Junior secondary school, Kabong	1	-	
49.	Gov't Junior secondary school, Rim	1	-	
50.	Gov't Junior secondary school, Sopp	1	-	
51.	Gov't Junior secondary school, Sho	1	-	
52.	Gov't Junior secondary school, Fan-loh	1	-	
53.	Gov't Junior secondary school, Barkin Ladi	1	-	
54.	Gov't Junior secondary school, Bubassa	1	-	
55.	Gov't Junior secondary school, Danji	1	-	
56.	Gov't Junior secondary school, Bukura	1	-	
57.	Gov't Junior secondary school, Du	1	-	
	TOTAL	57	68	43

NASSARAWA STATE

S/N	Names of Schools	No of Principals	No of Teachers	No of Supervisors
1.	Gov't Junior secondary school, Karu	1	1	Akwanga Educational Zone
2.	Gov't Junior secondary school, Keffi	1	1	12 supervisors
3.	Gov't Science Junior secondary school, Keffi	1	1	
4.	Gov't Junior secondary school, Lafia	1	1	
5.	Gov't Junior secondary school, Ribi	1	1	
6.	Gov't Junior secondary school, Doma	1	1	
7.	Gov't Junior secondary school, Maraba	1	1	
8.	Gov't Junior secondary school, Koroduna	1	1	
9.	Gov't Junior secondary school, new Karu	1	1	
10.	Gov't Junior secondary school, Ado	1	1	
11.	Gov't Junior secondary school, Gobhen	1	1	
12.	Gov't Junior secondary school, Wamba	1	1	
13.	Gov't Junior secondary school, Masaka	1	1	
14.	Gov't Junior secondary school, Nassarawa	1	1	
15.	Gov't Junior secondary school, Akwanga I	1	1	
16.	Gov't Junior secondary school, Akwanga II	1	1	
17.	Gov't Junior secondary school, Doma	1	1	
18.	Gov't Junior secondary school, Dadin Kowa	1	1	
19.	Gov't Junior secondary school, Kokona	1	1	
20.	Gov't Junior secondary school, Awe	1	1	
21.	Gov't Junior secondary school, Keana	1	1	
22.	Gov't Junior secondary school, Nassarawa Eggon	1	1	
23.	Gov't Junior secondary school, Toto	1	1	
24.	Gov't Junior secondary school, Angwa Kifi	1	1	Nassarawa educational Zone
25.	Gov't Junior secondary school, Mairafi	1	1	10 Supervisors
26.	Gov't Junior secondary school, Obi	1	1	
27.	Gov't Junior secondary school, Jibiyal	1	1	
28.	Gov't Junior secondary school, Keffi	1	1	
29.	Gov't Junior secondary school, Angwa Fulani	1	1	
30.	Gov't Junior secondary school, Jos Road Nassarawa	1	1	
31.	Gov't Junior secondary school, Deddere	1	1	
32.	Gov't Junior secondary school, Jebun	1	1	
33.	Gov't Junior secondary school, Bassa	1	1	
34.	Gov't Junior secondary school, Kardarko	1	1	
35.	Gov't Junior secondary school, Angwan Mayu	1	1	Lafia Educational

				Zone
36.	Gov't Junior secondary school, Aso Maraba	1	1	10 Supervisor
37.	Gov't Junior secondary school, Uke	1	1	
38.	Gov't Junior secondary school, Angwan Hashiru	1	1	
39.	Gov't Junior secondary school, Kabayi	1	1	
40.	Gov't Junior secondary school, One man village	1	1	
41.	Gov't Junior secondary school, Area Z Karu	1	1	
42.	Gov't Junior secondary school, Tutun Amama	1	1	
43.	Gov't Junior secondary school, Apiawoyi	1	1	
44.	Gov't Junior secondary school, Tudun wade	1	1	
45.	Gov't Junior secondary school, Brigade	1	1	
46.	Gov't Junior secondary school, wamako	1	-	
	TOTAL	46	44	32

BENUE STATE

S/N	Names of Schools	No of Principals	No of Teachers	No of Supervisors
1.	Gov't Junior Secondary School, Markudi	1	1	
2.	Gov't Junior Secondary School, Kastina Ala	1	1	Katsina Ala educational Zone
3.	Gov't Junior Secondary School, Otukpa	1	1	15 supervisors
4.	Gov't Junior Secondary School, Amafu	1	1	
5.	Gov't Junior Secondary School, Vandekuja	1	1	
6.	Gov't Junior Secondary School, Yandev	1	1	
7.	Gov't Junior Secondary School, Gboko	1	1	
8.	Gov't Junior Secondary School, Adikpo	1	1	
9.	Gov't Junior Secondary School, Tondonga	1	1	
10.	Gov't Junior Secondary School, Okpoga	1	1	
11.	Gov't Junior Secondary School, Utankom	1	1	
12.	Gov't Junior Secondary School, Onyagede	1	1	
13.	Gov't Junior Secondary School, Alede	1	1	
14.	Gov't Junior Secondary School, Uwavande	1	1	
15.	Gov't Junior Secondary School, Naka	1	1	
16.	Gov't Junior Secondary School, Zakibiam	1	1	
17.	Gov't Junior Secondary School, Alade	1	1	
18.	Gov't Junior Science School, Achikpo	1	1	
19.	Gov't Junior Science School, Ugbokolu	1	1	
20.	Gov't Junior Secondary School, Otukpo	1	1	
21.	Gov't Junior Secondary School, Apir	1	1	
22.	Gov't Junior Secondary School, Ugba	1	1	
23.	Gov't Junior Secondary School, Mkar Gboko	1	1	
24.	Gov't Junior Secondary School, Mkar	1	1	
25.	Gov't Junior Secondary School, Adikpo	1	1	
26.	Gov't Junior Secondary School, Ugba	1	1	
27.	Gov't Junior Secondary School, Oboko	1	1	
28.	Gov't Junior Secondary School, Naka	1	1	Otukpo Educational Zone
29.	Gov't Junior Secondary School, Ikpayongo	1	1	15 Supervisors
30.	Gov't Junior Secondary School, Jatoaka	1	1	
31.	Gov't Junior Secondary School, Inyoji	1	1	
32.	Gov't Junior Secondary School, Onyajede	1	1	
33.	Gov't Junior Secondary School, Ugbokpe	1	1	
34.	Gov't Junior Secondary School, Abo	1	1	
35.	Gov't Junior Secondary School, Uwukpa	1	1	
36.	Gov't Junior Secondary School, Ojigo	1	1	
37.	Gov't Junior Secondary School, Masa-Igbor	1	1	

38.	Gov't Junior Secondary School, Amoke	1	1	
39.	Gov't Junior Secondary School, Ogwule	1	1	
40.	Gov't Junior Secondary School, Agatu	1	1	
41.	Gov't Junior Secondary School, Igbe	1	1	Vandekiya Educational Zone
42.	Gov't Junior Secondary School, Anger Uyough	1	1	13 Supervisors
43.	Gov't Junior Secondary School, Okpopodium Oju	1	1	
44.	Gov't Junior secondary school, Okpopodium	1	2	
45.	Gov't Junior secondary school, Okpoga	1	2	
46.	Gov't Junior secondary school, Yapenda	1	1	
	TOTAL	46	48	43

NIGER STATE

S/N	Names of Schools	No of Principals	No of Teachers	No of Supervisors
1.	Gov't Junior Secondary School, Birgi	1	2	
2.	Gov't Junior Secondary School, Shakwatu	1	2	Minna Education Zone
3.	Day Junior Secondary School, Limawa	1	2	15 supervisors
4.	Gbangbapi Junior Secondary School	1	2	
5.	Junior Secondary School, Kampala	1	2	
6.	Junior Secondary School, Kolo Bosso	1	2	
7.	Junior Secondary School, Barken Sale	1	2	
8.	Junior Secondary School, Dutsen Kura Gwari	1	2	
9.	Junior Secondary School, Abolo	1	2	
10.	Junior Secondary School, Bugo	1	2	
11.	Junior Secondary School, Essan Paiko	1	2	
12.	Junior Secondary School, Bugo	1	2	
13.	Junior Secondary School, Kwana	1	2	
14.	Junior Secondary School, Uregi	1	2	
15.	Junior Secondary School, Kwaki	1	2	Suleja Educational Zone
16.	Junior Secondary School, She	1	2	15 Supervisors
17.	Junior Secondary School, Lapai	1	2	
18.	Gov't Junior Secondary School, Baki Kusuleja	1	2	
19.	Gov't Junior Secondary School, Dawaki Suleja	1	2	
20.	Gov't Junior Secondary School, Rafin sanyi	1	2	
21.	Gov't Junior Secondary School, Shuaibu Naibi	1	2	
22.	Gov't Junior Secondary School, Chaza	1	2	
23.	Gov't Junior Secondary School, Dogon Kurmi	1	2	
24.	Gov't Junior Secondary School, Shako	1	2	
25.	Gov't Junior Secondary School, Kwaka	1	2	
26.	Gov't Junior Secondary School, Gwachipe	1	1	
27.	Junior Secondary School, Relemi	1	1	
28.	Junior Secondary School, Kpada	1	1	Bida educational Zone
29.	Junior Secondary School, Babantunga	1	1	13 Supervisors
30.	Junior Secondary School, Kapako	1	1	
31.	Junior Secondary School, Abugi-Jankara	1	-	
32.	Junior Secondary School, Garam	1	-	
33.	Junior Secondary School, Ryayagi	1	-	
34.	Junior Nasir Islam Secondary School, Bida	1	-	
35.	Junior Secondary School, Gbazhi	1	-	

36.	Junior Secondary School, Kuchita Bida	1	-	
37.	Junior Secondary School, Boku	1	-	
38.	Junior Secondary School, Essangi-Agaie	1	-	
39.	Junior Secondary School, Kosoyaba	1	-	
40.	Junior Secondary School, Ndamarak	1	-	
41.	Junior Secondary School, Shabawoshi	1	-	
42.	Junior Secondary School, Majaidu	1	-	
43.	Junior Secondary School, Gabi	1	-	
44.	Junior secondary school, Jibo	1	-	
45.	Junior secondary school, Etsu-Audu	1	-	
	TOTAL	45	55	43

FCT ABUJA

S/N	Names of Schools	No of Principals	No of Teachers	No of Supervisors
1.	Junior Secondary School, Pag I	1	2	
2.	Junior Secondary School, Peg I	1	2	Amac Education Zone
3.	Junior Secondary School, Pandagi	1	2	20 supervisors
4.	Junior Secondary School, Pasali	1	2	
5.	Junior Secondary School, Peyi	1	2	
6.	Junior Secondary School, Paikon Kure	1	2	
7.	Junior Secondary School, Karmo Sabo	1	2	
8.	Junior Secondary School, Karshi	1	2	
9.	Junior Secondary School, Karu	1	2	
10.	Junior Secondary School, Kubwa	1	2	
11.	Junior Secondary School, Kubwa II	1	2	
12.	Junior Secondary School, Kuje	1	2	
13.	Junior Secondary School, Pyakasa	1	2	
14.	Junior Secondary School, Sabon gari Gwangwalada	1	2	
15.	Junior Secondary School, Shere	1	2	Gwangwalada Educational Zone
16.	Junior Secondary School, Tudun wada	1	1	14 Supervisors
17.	Junior Secondary School, Tungan maj	1	1	
18.	Junior Secondary School, Ukya – Kuje	1	1	
19.	Junior Secondary School, Abaji	1	1	
20.	Junior Secondary School, Airport	1	1	
21.	Junior Secondary School, Apo resettlement	1	1	
22.	Junior Secondary School, Apo	1	1	
23.	Junior Secondary School, Asokoro	1	1	
24.	Junior Secondary School, Bwari	1	1	
25.	Junior Secondary School, Rugba	1	1	
26.	Junior Secondary School, Nyanya	1	1	
27.	Junior Secondary School, Rubochi	1	1	
28.	Junior Secondary School, Dandaji	1	1	Bwari educational Zone
29.	Junior Secondary School, Bwari central	1	1	13 Supervisors
30.	Junior Secondary School, Byazhin	1	1	
31.	Junior Secondary School, Dafa	1	1	
32.	Junior Secondary School, Dangara	1	1	
33.	Junior Secondary School, Dei Dei	1	1	
34.	Junior Secondary School, Dobi	1	1	
35.	Junior Secondary School, Giri	1	1	

36.	Junior Secondary School, Gosa	1	1	
37.	Junior Secondary School, Guabe	1	1	
38.	Junior Secondary School, Karya	1	1	
39.	Junior Secondary School, Gurdi	1	1	
40.	Junior Secondary School, Gwangwalada	1	1	
41.	Junior Secondary School, Dukpa	1	1	
42.	Junior Secondary School, Durumu	1	1	
43.	Junior Secondary School, Dutse Sagwri	1	1	
44.	Junior Secondary School, Dutsen Alhaji	1	-	
45.	Junior Secondary School, Garki	1		
46.	Junior Secondary School, Gawu	1		
47.	Junior Secondary School, Chukuku	1		
48.	Junior Secondary School, Jabi	1		
49.	Junior Secondary School, Gwarinpa Estate	1		
	TOTAL	49	59	54
	GRAND TOTAL	346	382	306

Source: State ministry of Education (2017)

APPENDIX D

Required Sample Size from: The Research Advisors								
Population Size	Confidence = 95.0%				Confidence = 99.0%			
	Degree of Accuracy/ Margin of Error				Degree of Accuracy/ Margin of Error			
	0.05	0.035	0.025	0.01	0.05	0.035	0.025	0.01
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
900	269	419	568	823	382	541	672	854
1000	278	440	606	906	399	575	727	943
1200	291	474	674	1067	427	636	827	1119
1500	306	515	759	1297	460	712	959	1376
2000	322	563	869	1655	498	808	1141	1785
2500	333	597	952	1984	524	879	1288	2173
3500	346	641	1068	2565	558	977	1510	2890
5000	357	678	1176	3288	586	1066	1734	3842
7500	365	710	1275	4211	610	1147	1960	5165
10000	370	727	1332	4899	622	1193	2098	6239
25000	378	760	1448	6939	646	1285	2399	9972
50000	381	772	1491	8056	655	1318	2520	12455
75000	382	776	1506	8514	658	1330	2563	13583
100000	383	778	1513	8762	659	1336	2585	14227
250000	384	782	1527	9248	662	1347	2626	15555
500000	384	783	1532	9423	663	1350	2640	16055
1000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
264,000,000	384	784	1537	9603	663	1354	2654	16586

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The recommended Sample size for a given Population size, level of confidence, and margin of error appears in the body of the table.