**PROBLEMS OF CLASSROOM MANAGEMENT AND CONTROL IN SECONDARY SCHOOLS IN ORUMBA NORTH LOCAL GOVERNMENT AREA OF ANAMBRA STATE**

**BY**

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**DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION FACULTY OF EDUCATION, GODFREY OKOYE UNIVERSITY THINKERS CORNER, ENUGU STATE**

**JULY, 2018**

**TITLE PAGE**

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**DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION FACULTY OF EDUCATION, GODFREY OKOYE UNIVERSITY THINKERS CORNER, ENUGU STATE**

**A RESEARCH WORK SUBMITTED TO THE DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION, FACULTY OF EDUCATION, GODFREY OKOYE UNIVERSITY, IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF BACHELOR OF SCIENCE IN EDUCATION (B. Sc Ed)**

**PROJECT SUPERVISOR**

**DR. OKOYE CHUKWUEMEKA**

**JULY, 2018**

**APPROVAL PAGE**

Obineme Kenechi Tecula a student in the department of science and vocational education (Economics Education) in Faculty of Education with Reg No: U16/EDU/ECO/031 has satisfactory completed the requirement for the award of degree in Bachelor of Science in Education (B.Sc Ed). The work embodied in this project is original and has not, to the best of my knowledge, been submitted or presented elsewhere.

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**Obineme Kenechi Tecula Date**

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**Dr. Eneh Date**

Head of Department

**DEDICATION**

This work is dedicated to the Almighty God for his grace and kindness over me.

**ACKNOWLEDGEMENT**

My special gratitude goes to Almighty God for His care throughout my years of study.

I also appreciate my supervisor Dr. Okoye Chukwuemeka for his brilliant idea and humble advice made it possible for my project to be a reality.

With heart full of gratitude, I warmly express my unreserved gratitude to my lovely mum, for her parental advice and encouragement during the course of this study.

Furthermore, may I seize this special moment to extent my special regards to my siblings and relations, especially Chidimma and Chibuike who added in the progress of the programme in general.

My sincere gratitude goes to my uncle Chief Romanus Umeh for his financial support and fatherly advice.

I am forever grateful for the unalloyed support and motivation received from my friends especially Ugwu Chidera, Nnaji Mercy, Obiezu Mirabel, and Ibeh Uchechukwu thank you all for being there for me. I am forever grateful to many others whose names may not have contained in this piece of write up for their support and assistance. May God remember you all in your times of trouble, Amen.

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**Abstract**

The main purpose of this study was to examine the problems of classroom management and control in secondary schools in Orumba North local government Area of Anambra state. The design of the study is a descriptive survey research which aimed at investigating teachers classroom management and control in secondary schools in Orumba North. The study is carried out in Orumba North local government area of Anambra State. The population of the study is 1500. Proportionate sampling was used to draw out 812 in Orumba North. Simple random sampling technique was used to select the male teachers out of female teachers. Therefore, the total sample size of the study is 812. The instrument for data collection is structured questionnaire. In analyzing the data, the researcher used mean score and standard deviation in answering the research question of this study. Based on the findings, the following recommendations were proffered: School principals and teachers should adopt different means of communication that will enable students to decode any information pass across to them. Secondary school management and teachers should adopt different means of inculcating discipline into their students such as punishment. School principals and teachers should always rewards and motivate their students through positive words, gift to any student who performs well. Secondary school management should also discourage teachers from spending beyond the normal period they have for a particular class. These will enable each teacher to plan and utilize their time. Teacher education institutions should pay more attention to imparting classroom management skills on teacher-trainees. School principals should supervise teachers’ classroom activities more closely to ensure that teachers’ weaknesses in classroom management skills are corrected. Conference, workshops, seminars and other in-service programmes should be regularly organized for teachers to acquaint them with latest innovations in classroom management.

**CHAPTER ONE**

**INTRODUCTION**

**Background to the Study**

 Education is an important tool for human and National development. The education given to citizens of a country especially at the secondary school level must be of good quality to inculcate in them the necessary skills for self development and survival. Quality education is a necessity in order to build responsible citizens who can drive the economy of the nation and compete favourably in the knowledge based world of today. Quality in education bothers on effectiveness and efficiency of the school administration, teaching and learning (Ukwungwu, 2008). To achieve this quality, teachers application of classroom Management skills are very fundamental.

 The quality of education given in schools should be of great concern to all stakeholders with the declining performance of students in both the West African School Certificate and Nationals Examination Council Examinations, coupled with continued decline in the number of credit passes especially in core subjects like English language and mathematics which seem to constantly point to the issue of quality of education reviewed. There is the need for quality assurance in the secondary education.

 The continuous decline in the performance of the outputs raises issues of quality among stakeholders in education and members of the public. The most essential activity in a typical school environment is the ability to organize classroom activities and manage the behaviour of students. Teachers have the responsibility of organizing classroom activities and managing student’s behaviours in school, This means that teachers are major implementers of school curriculum (Eze, 2009). As individuals or group of individuals, teachers hold a very important position in educational sector (Modebelu, 2008). They need certain classroom management control to enable them manage students behaviour and ensure the maintenance of high standard in schools, since effective teaching and learning cannot be achieved in a mismanaged classroom.

The classroom is the environment where teaching and learning takes place. Classroom is the power-house in which the success or failure of the teaching-learning process is sustained (Wigwe, 2013). It is a learning environment where all the factors conducive for learning are put in place such as physical- sensory elements, that is lighting, colour, sound, space, furniture, among others. It does not necessarily mean an empty room; it includes laboratories, workshops, among others (Kanu, 2012). The anticipation and objectives of formal education are normally accomplished in the classroom using a well planned curriculum through effective classroom management.

Management is an important aspect of every organization. Ogbonnaya (2014) defined management as the co-ordination of the resources of an organization through the process of planning, organizing, directing and controlling all energies aimed at achieving the organizational goals. Management in the classroom refers to issues of supervision, the act of handling or controlling the classroom activities successfully. Male and female teachers take actions to create an environment that support and facilitate both academic and non-academic learning. The ability of the classroom teacher to exercise a reasonable degree of control over student’s behaviours in the classrooms depends on the male and female teachers’ knowledge and level of classroom management skills.

Classroom management is well-informed actions taken by teachers to utilize any available resources in schools to facilitate teaching and learning. Classroom management is the action teachers take to create an environment that supports and facilitates both academic and social emotional learning (Everton and Weinstein, 2006). Male and female teacher’s involvement and cooperation in classroom activities help to foster and establish a productive class environment. It is based on this that Oboegbulem (2011) defined classroom management as the arrangement of students and grouping of activities into units to make for effective teaching and learning. According to Alberto and Troutman (2009) classroom management can be defined as the teacher’s ability to cooperatively manage time, space, resources, student’s 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. For effective management of the classroom, certain skills are required. These are known as classroom management control. These include discipline, motivation, time management and communication skills.

Classroom management controls are the most special skills needed by a teacher for effective teaching and classroom organization. It takes a great deal of effort and ability to handle classroom that is full of students. The teacher has to be thorough and knowledgeable in the subject he/she is handling, needs to know how to control a class and maintain discipline and order in the classroom.

Browers and Tower (2010), submitted that teachers who have problems with classroom discipline are frequently ineffective in the classroom and often report of high levels of stress and symptoms of burnout. According to Donovan and Cross (2012) the inability of teachers to effectively manage classroom behaviours often contribute to students’ low academic achievement. The rationale behind this assertion is that teachers’ inability to effectively manage classroom behaviours makes it impossible for quality to be assured in teacher’s classroom management skills. This is because the quality of learning, among others depends on the skills exhibited by the teachers in the classroom. The application of these skills ensures quality in teaching and learning in schools.

Quality in teaching and learning in schools, otherwise known as quality assurance is the process of ensuring that good standard is upheld. Mbaji, Ebirim and Akwali (2012), opined that quality assurance is the establishment of standard in various processes and activities that lead to the attainment of quality result. Quality assurance is an organized way of encouraging the achievement of good and high standard. Quality assurance is the practice to ensure that teachers maintain good standard in the classrooms to achieve the educational goals. Nwite (2012) maintained that quality assurance in teacher’s classroom management involves a systematic management, monitoring, and evaluation of procedures adopted to measure the performance of students to ensure that best practices in institutional input and output are maintained in schools.

Quality assurance involves processes of monitoring, assessing and evaluating according to agreed standard, and communicating judgment obtained to all concerned in order to ensure quality with integrity, public accountability and consistent improvement. There are several dimensions of educational standards such as infrastructural standard, curriculum or content standards, teaching and learning standards, quality including management and leadership standards, care, guidance support standards and professional standards Nwite (2012). All these dimensions of standards are the concern of quality assurance. And these should be maintained at all levels of the education system especially the secondary level.

Secondary school is one of the levels of Nigerian education system. Secondary education is the education children receive after primary education and before the tertiary stage, (Federal Republic of Nigeria (FRN) 2013). The underlying principle here is that secondary schools should prepare the individuals for useful living within the society and for higher education. The expectations and objectives of secondary education are normally accomplished in the classroom using a well planned curriculum through effective classroom management skills. In order to maintain appropriate standards in secondary school there is need to effectively manage classrooms by using appropriate classroom management skills.

This being the case, one may ask whether the expectations and objectives of secondary education in Nigeria are guided by unskilled teachers and mismanaged classrooms. These therefore aroused the interest of the researcher to investigate the problems of classroom management and control in secondary schools in Orumba North Local Government Area of Anambra State.

**Statement of the Problem**

Classroom management and control is the heart of any educational system. No curriculum planning is complete without implementation of which is mainly carried out in the classroom. Teachers are the ultimate decider of the classroom atmosphere as expected by all sundries. Their role is crucial in influencing the behaviors of students. Teachers who plan practically are able to overcome many classroom problems such as disruptions, deviant behavior or misbehaviors ofstudents. In this regard the nature of teacher plays a vital role, for example, different teachers have differentways of instinctively managing the classroom environment and patterns of setting up classroom that best fits their purpose (Aly, 2009). Managing a classroom is the ultimate responsibility of a teacher. The way a teacher manages the classroom will change the thinking of the students towards learning.

These classroom management perspectives for effective teaching and learning is concerned with the behavioral management, instructional management and the leadership style employed by the teachers and the school management for effective teaching and learning to take place.

Behavioral management is the coordination of all the stakeholders in the education to imbibe the expected culture, norms and value set by the educational authorities for which encourages the effective teaching and learning.

Instructional management is the teaching aids necessary for each classroom for effective teaching and learning. But it seemly not so in our post primary school bedevil with ineffective teaching-learning process and inadequate motivation breed up poor classroom management .

Secondary school level is a bridge between the primary and tertiary levels of education. The broad tasks of secondary education is geared towards providing all primary school leavers with the opportunity for education of a higher level irrespective of sex, social status, religious or ethnic background and offer diversified curriculum to cater for the differences in talents, opportunities and future roles among others. The realization of these objectives hinges in many variables such as good classroom management skills, adequate teachers, availability and adequate utilization of teaching and learning materials, infrastructural physical facility and school inspection and supervision. All these factors constitute quality bench marks, which if strictly applied will ensure quality secondary education.

To achieve quality education teacher’s play a fundamental roles as the prime interpreters of the governments educational policies and progammes, through effective application of classroom management skills. Despite the effort to provide quality education, the secondary school system continues to face challenges that could compromise the quality of education provided. No wonder Ajayi (2012) lamented that secondary education in Nigeria is riddled with crises of various dimensions and magnitude such as overcrowding and indiscipline among students in the classrooms all of which combined to suggest that the system is at crossroad. The quality of education given in secondary schools students should be of great concern to all stakeholders. This becomes more worrisome with the declining performance of students in both the West African School Certificate and Nationals Examination Council Examinations. The continued decline in number of credit passes especially in core subjects seem to constantly point to the issue of quality of secondary education received. This being the case, one may ask whether the expectations and objectives of secondary education in Nigeria are guided by unskilled teachers and mismanaged classrooms. These therefore aroused the interest of the researcher to determine the problems of classroom management and control in secondary schools in Orumba North local government Area of Anambra state.

**Purpose of the Study**

The main purpose of this study is to examine the problems of classroom management and control in secondary schools in Orumba North local government Area of Anambra state.

Specifically, the study will determine:

1. the extent to which teachers use effective communication as classroom management and control in secondary schools in Orumba North local government area;

2. determine the extent to which teachers ensure effective discipline as classroom management and control in secondary schools in Orumba North local government area;

3. identify the extent to which teachers manage their time as classroom management and control in secondary schools in in Orumba North local government area;

4. examine the extent to which teacher use motivation as classroom management and control in secondary schools in Orumba North local government area.

**Significance of the Study**

The findings of the study would be of great benefit to school administrators (Principals), teachers, students and ministry of education and the general public.

This study will benefit the school administrators. The findings of this study will help school administrators in Anambra state and beyond to gain clearer insight into the classroom management and control especially classroom management skills and measures for improving classroom management for quality assurance in schools. This will be achieved, if the ministry of education through the educational managers organize workshops and seminars for school administrators for training programmes.

Teachers will also benefit from the findings of the study because it will help them to understand better classroom management skills that promote quality assurance in schools. This will be achieved through workshops and seminars organized for teachers by the school administrators to upgrade teachers perception of classroom management and control.

The result of this study will benefit secondary school students because when teachers apply the various classroom management skills needed for ensuring quality teaching and learning in schools, they will utilize these skills to enhance teaching and learning thereby assisting students to learning more and their aspirations realized.

The findings of the study are also expected to enlighten Ministry of Education officials on some of those classroom management skills that can be employed by teachers in order to enhance teaching and learning in our education system.

**Scope of the Study**

The scope of the study is delimited to public secondary schools in Orumba North local government area involving the teachers of the 16 secondary schools in the area. The scope of this study focuses on the problems of classroom management and control in secondary schools in Orumba North and to find out the extent to which teachers use effective communication, motivation, discipline, and time management as skills of classroom management and control in secondary schools in Orumba North.

**Research Questions**

The following research questions guided the study;

1. to what extent do teachers apply effective communication as classroom management and control in secondary schools in Orumba North local government area of Anambra State?

2. to what extent do teachers ensure discipline as classroom management and control in secondary schools in Orumba North local government area of Anambra State?

3. to what extent do teachers ensure time management as classroom management in secondary schools in Orumba North local government area of Anambra State?

4. to what extent do teachers apply motivation as classroom management skill for quality assurance in secondary schools in Orumba North local government area of Anambra State?

**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE**

This chapter reviewed literature related to this study. The review is organized into the following sub-headings: the conceptual framework, theoretical framework, empirical studies and summary of literature review.

**Conceptual Framework**

* Concept of Classroom
* Concept of Management
* Concept of Classroom Management

**Classroom Management and Control**

* Communication as Classroom Management Skill
* Concept of Communication
* Classroom Communication
* Communication in Classroom Management
* Discipline as Classroom Management Skill
* Time as Classroom Management
* Motivation as Classroom Management
* Instructional Materials as Classroom Management Skill

**Theoretical Framework**

* Human Relation Theory
* Behavioural Science Theory
* System Theory

**Empirical Studies**

**Summary of Literature Review**

**Conceptual Framework**

**Concept of Classroom**

The classroom is a critical part of schools environment. It is where instruction is coordinated and facilitated to achieve school objectives and goals of education in general. Classroom has been defined in different ways by many authors, all pointing at the same direction. A class has been defined as a group of student of varying age range and level of intelligence from different socio economic status who are taught together in a particular place (Oboegbulem, 2011). A classroom is just a place or geographical space where any activity such as education can be carried out.

The education activity can only be achieved if there is meaningful instruction in the classroom. According to Ezeocha (2009), classroom is a room where students of different characteristics are taught for the purpose of proper organization and effective classroom management. In his own view, Akubue (2011) described classroom as one important place in the operation of a school which holds students together and offers them the opportunity of achieving the purpose of education. Similarly, Ogbonna (2008) upheld that a classroom is a geographical space occupied by a group of learners of similar characteristics. The similar characteristics can be age, sex, colour, physique, level of intelligence, among others. In any instructional activity of schools, the classroom plays a very vital role. This is because the greater aspect of instructional activity of schools usually takes place in a classroom and classroom holds students together and offers them the opportunity for group effort and interaction.

Classroom provides opportunity for educational plans to be carried out and research findings tested and tried out. The classroom is a place where curriculum is co-ordinated and various types of instructional efforts are assembled. According to Akintunde (2014), classroom is the builder of tomorrow’s consciousness where teachers who are motivational coaches empower learners with sacred intrinsic and fundamental values in the process of social engineering.

Classroom provides opportunity and environment for trained professional and competent teachers to exercise authority and control over instruction through utilizing knowledge, patience, self confidence, self respect, status and control of students. Ogbonna (2008) maintained that classroom is a place where teachers as change agents through their daily impressions upon the fertile field of the students minds, often form and re-form the future scheme of things. Students exhibit various behaviours arising from attitude, social class, ethnicity, bias, idiosyncrasy, whims and caprices in the classroom. The behaviours require conscious manipulations by the class teacher to bring about effective instruction.

**Concept of Management**

Management is a genetic term and subject to many explanations. Management has been interpreted in a variety of ways. A number of ideas have been attributed to the meaning of management. Some authorities such as Akubue (2001) and Ogbonnaya (2004) have explained management in terms of group of people in an organization, while some others such as Peretomode (2011) described it as a social process which has goals to accomplish. In whichever way management has been perceived, the issue remains that, it involves harmonization of resources in an interaction to achieve stated objectives. This is why Oboegbulem and Onwurah (2011) defined management as the effective organization and utilization of human and material resources in a particular system for achievement of identified objectives.

Management is concerned with establishing a philosophy, laws, theories, principle, processes and practice that can be applied in various situations including schools, (Okoye, 2009). Barney (2015) related management to as an art and skill of getting things done through people. He saw management as skills of getting the right decision from incomplete and sometimes incorrect information. Haworth (2009) also sees management as the process that deals with daily working and implementation of current plans that will help in the immediate health of an organization. Management entails supervising, controlling and coordinating activities of people in an organization or unit with the intention of achieving the organization’s objectives. Alagbu (2008) contended that management is the guidance, leadership and control of the efforts of a group of people towards achieving a common goal. It is the social interaction which involves the utilization of the administrative tools such as planning, organizing, coordinating and control in order that the available resources will be used to achieve the organizational goals in a more effective and fastest means. In the light of the above, Adesina (2010) argues that management is the coordination of the resources of an organization through the process of planning, organizing, directing and controlling activities in the organization for goal attainment.

The main issue about management is that, it involves the use of resources, be it human or materials and the achievement of goals. There is no management without people. Management is a process undertaken by people to co-ordinate and controls the activities of others to accomplish identified objectives. Sapre (2012) opined that management relates to all those activities directed towards effective utilization for organizational resources in order to achieve organizational goals. It is a process concerned with creating, maintaining, stimulating and controlling the activities of people within a unified system to achieve identified objectives. It is only with good management that an organization can create, maintain, stimulate and control the activities of people within it to accomplish predetermined goals (Aghenta, 2013). This implies that teachers need to have good management skills that are required in classroom organization to create, maintain, stimulate and control the activities of students in order to achieve positive educational outcomes. In a classroom setting, management entails planning, organizing, directing, supervising and evaluating students and their activities within the classroom setting.

**Concept of Classroom Management**

Classroom management is a term used to describe those activities which are mainly and directly concerned with the smooth running of classroom lessons despite disruptive behaviour by students. It could be regarded as those educational activities which are directly designed to prevent disruptive behaviour in the classroom. It is possibly the most difficult aspect of teaching for many teachers. It is also the process of organizing the activities of the classroom to ensure effective instruction. According to Oboegbulem (2011), classroom management is the arrangement of students and grouping of activities into units to make for effective teaching and learning. It comprises classroom life, utilization of resources in terms of materials in executing tasks such as planning curriculum, organizing procedures and resources, arranging the environment, monitoring student’s progress, predicting potential problems and finding solution to them.

In the classroom, the teacher sets out plans and activities to ensure effective and efficient instruction. The management skills the teacher uses to achieve effective teaching and learning process will determine the extent the students achieve success in their learning (Oboegbulem, 2011). The teacher’s management tasks include control of the educational, social and physical environment components. Teachers organize and administer their works in the classroom. Teachers organize richly equip their classrooms, decorate them attractively and adequately, furnish them with seats and instructional materials that will lead to meaningful teaching and learning. This process of organizing the classroom and arranging the materials in the classroom properly is referred to as classroom management.

In classroom management, teachers serve as managers. They manage their various classes and perform managerial tasks such as organization of human and materials resources to accomplish desired objectives of the school system. In the contention of Adeboyeje and Afolabi (2012), classroom management involves the judicious organization of both academic and non-academic functions which are essential for effective teaching. Such activities according to them include; keeping of records of class progress, checking class attendance, controlling students conduct and activities, manipulating instructional programmes and materials.

The ability of teachers to exercise a reasonable level of control over student’s behaviour and conduct in the classroom is critical to achieving positive educational outcome. The teacher in the classroom works with students and through them to achieve the set objectives of the class. Wigwe (2013) contends that classroom management recognizes the fact that instructional competence counts very little, if students are not ready to learn or if the class is not disciplined. This explains why classroom management is a critical part of the total behaviour of teachers. Classroom management is the set of techniques and procedures for ensuring that classrooms run smoothly and effectively. Effective classroom management promotes student’s learning and minimizes or even eliminates disruptive behaviour and addresses how to handle disruptive behaviour when it does occur (Mendler, 2010). Classroom management include guidance for making a classroom a more effective learning environment, just as it focuses too on avoiding classroom disruptions due to students’ behaviour. Thus, the ability of teachers to prevent or address disruptions due to students’ behaviour becomes especially more important in achieving positive educational outcomes.

Classroom management plays a large part in today’s educational system. A well managed classroom can provide an exciting and dynamic learning experience. It is however, very necessary that the management of any classroom has to be properly done in such a way as to make maximum contribution to the success of the classroom. Classroom management seems to require some skills that can solve classroom management problems and student’s disruptive behaviour in the classroom. According to Soyouwanttoteach (2012), teachers who manage their classrooms well have immense patience.

**Classroom Management Skills**

Skills connote knowledge which one has acquired which he can use to help himself and his society throughout his life time. Classroom management skills refer to knowledge acquired by the teacher which enables him carry out activities that engender conducive classroom environment. Such actions, according to Adubue (1991) include:

i. Actions that precede teacher-pupil class interaction such as class grouping, designing curricula, preparing time table, formulating school rule and regulations, among others.

ii. Actions which are intended to create favourable conditions that will facilitate effective instructional delivery such as giving c/ear and understandable directions, among others;

iii. Actions which aim at regulating the behaviour of learners like directing questions at an un-attentive learner, using positive reinforcement, or applying punishment, among others;

iv. And actions that should assert the authority of the teachers such as taking decision in which learners should do classroom management skills are therefore those skills required by the teacher to enable him carry out judicious arrangement and make judicious use of the human and material resources as well as other educational programmes with the classroom management and control for the successful accomplishment of educational objectives (Madubunyi, 2013).

**Communication as Classroom Management Skills**

**Concept of Communication**

According to Ocho (2016), communication is the transferring of a thought, message, idea, feeling or knowledge to another person in such a way that it is understood. This means that whatever you might say or write, if you are not understood by the listener or audience, you have not communicated. Sometimes you may even be misunderstood and your audience may respond in the opposite of your expectation. Communication is a means through which people are linked together for mutual understanding. It is the exchange of information between and among individuals and groups. It is the imparting or interchange of thoughts, opinions and information through speech, writing, gestures and bodily expression. What is important in communication is that the recipient properly decodes and understands the message.

**Communication in Classroom Management and Control**

The only way of managing a class and ensuring that education takes place is through communication. Through communication we achieve the following;

1. Bring a class into being

2. Organize the class for purpose of teaching and learning

3. Ensure discipline

4. Enhance interrelationships between staff and students and between and among students expression. What is important in communication is that the recipient properly decodes and understands the message.

**Communication in Classroom Management**

The only way of managing a class and ensuring that education takes place is through communication. Through communication we achieve the following;

1. Bring a class into being

2. Organize the class for purpose of teaching and learning

3. Ensure discipline

4. Enhance interrelationships between staff and students and between and among students

5. Set the tone of the class

6. Ensure teaching and learning

7. Achieve the aims of education

It is thus clear that, communication is central to the successful management of the classroom and the achievement of educational aims. For a teacher to run a successful class he must be able to communicate effectively. Good religious preachers and political demagogues are able to hold thousands of their audience captivated, docile and pliable for hours on end through effective communication. The words they use how they use them, their body movements, the raising and lowering of their voices, are all planned and coordinated to achieve their purposes (Ocho, 2016).

The teacher must not only plan the lesson to be delivered, he must also plan for the best method of delivering the lesson in such a way that the students enjoy, understand, and accept the message of each lesson. The teacher must plan the ways to attract and hold the attention of the students till the end of the lesson. The educative process largely depends on effective communication for its success. Formal teaching and learning rely almost entirely on communication between and among teachers and learners; moreover, communication is the basic tool in human relationships.

**Discipline as Classroom Management and Control**

According to Akpa, Okey and Esirah (2015), discipline is an essential factor in school success. Students need discipline in order to appreciate what is approved and what is not approved in the immediate environment around them and in fostering in them the right attitude towards learning. According to Atanda and Lameed (2006), discipline is derived from the Latin word “discipulus” which means to “learn”, that is the mode of life in accordance with certain rules and regulations. The concept of discipline is synonymous with order, control and healthy character formation. Wilson in Atanda and Lameed (2009) explain discipline as obedience to established and legitimate authorities. Aderoummu and Ehiametalor in Kpee (2013) contended that in post primary schools, discipline should be interpreted to mean the training of students during the transitional period from childhood to adulthood, so that by the time they gain full maturity, they are fully prepared for life socially, sexually, emotionally, intellectually and economically. Asaya (2015) defined discipline as a state of the mind conducive to learning and teaching. He expanded this definition by stating further that discipline is the means where by children are trained in orderliness and good conduct and the habit of getting the best out of themselves all of which are essential to the well being of the school. A discipline class according to the same source is therefore a group of willing and eager learners and is always orderly not because the teacher who is a good disciplinarian knows how best to get his pupils submit willingly to disciplinary influences.

**Approaches for Management of Student Behaviour**

The need for an effective classroom management strategy continues. Teachers struggle to keep order in their classrooms, leaving little time to do their job, teach. Several discipline programs have been commercialized. Each program claims to bring order to the classroom. Each denotes less discipline time to enhance learning. Which strategy is the most effective in promoting more quality learning time, and less discipline time? The following approaches have been chosen by the researcher to review. It is not to say these are the only strategies available to implement in the classroom.

**Assertive Discipline**

Lee Canten and Associates (1996) developed the assertive discipline plan. This approach demonstrates how school staff can assertively communicate their expectations to students. It is a comprehensive, systematic method of classroom management. It was developed on the basis of four concepts; (a) behaviour is a choice (b) every student has a right to learn in an environment that is free from disruption (c) every teacher has the right to teach without disruption from students and (d) no child should engage in behaviour that is not in the child’s best interest. These guidelines are expressed and supported by a discipline plan. The plan incorporates class rules with positive and negative consequences. The student’s behaviour is relative to the teacher’s expectations in the classroom. Meaning, once the teacher explains the classroom rules, the children know what expectations the teachers has (Gordon, 2011).

**Discipline with Dignity**

This is a programme that offers essential skills and strategies for dealing with anger and disruptive behaviour. The philosophy behind this approach is that dealing with student behaviour is part of teachers’ responsibility. Treating students with dignity is essential in this programme and being fair means treating student’s individual, based on what will work for them. The theory proposes that responsibility is much more important than obedience. To implement a consequence effectively, several techniques are suggested. First, implement a consequence and be firm, clear and consistent. The message is that sometimes the behaviour is acceptable, and sometimes it is not. Students will sense this message and the undesirable behaviour will continue. Secondly, do not embarrass the student in front of his or her peers. Children are very sensitive creatures. They deserve the same respect that adults demand. Third, do not think in terms of winning and losing. In the end, learning will be the outcome for responsible students. Above all, your professionalism must prevail. Responsible students who have learned to mange themselves in appropriately often require much less management from the teacher. Schools should be providing quality staff development that supports the dignity of students in the classroom (Gordon, 2011).

**Instructional Materials as Classroom Management Skill**

Instructional materials as the name suggests, are materials of visuals, audio and audio-visual category that helps to make concepts abstracts and ideas concrete in the teaching-learning process. They are also materials which the teacher uses in supplementing his teaching. Instructional materials include materials used to facilitate learning for betler results. Likewise, it is the use of the chalkboard, charts, models, overhead projectors, films, television and computers in teaching process. Hence, it is not just the use of tools of technology alone but a systematic, integrated organization of machines hardware and software and man, teachers etc, to the solution of problems in education. In order to ensure an effective teaching-learning process, it is important for the teacher to be thoroughly acquainted with the teaching resources and services available to him. The components of instructional materials available to teachers and students are in large numbers and also vary according to the functions of each of them. Pictures (motion and still) graphics, maps, radio-recording and play back and the equipments used to get some of these utilized can be regarded as the components of Audio- visual aids, or instructional aids. Examples of instructional materials are charts, maps, diagrams, comics, models, globes, slides, film strips, television, radio cassettes, video, recorders, cinema, public address system, laboratories and museums, flash cards, flannel boards, cards boards, calendar, computers etc.

**Classification of Instructional Materials**

Instructional materials could best be classified in three forms: audio, visual and audio-visual aids. The audio (deal with sound only), the visual (as in sight) and audio-visual (a combination of audio and visual e. sound and vision) for instance:

AUDIO: These include such things as radio, record players, cassettes, gramophone etc, these aids teach through the sense of hearing.

VISUAL: The category of this consists of maps, film steps, specimen, pictures, charts, blackboard, posters etc; this category appeals to the pupils through the sense of sight, the saying that seeing is believing applies to some extent in this context. Until facts are presented in form of visual aid, pupils may not readily grasp the meaning of ideas, concepts and facts.

AUDIO-VISUAL: This group consists of a combination of both audio and visual materials. They are therefore things like Television files and projector etc, the use of these aids learning greatly.

**The Significance of Instructional Materials**

However Ali (2010) opined that, instructional materials bring about improvement in the teaching-learning process as well as permit teachers and students to interact as human beings in a climate where people control their environment for their own best purpose. Most educational practitioners equally agree that, the creative use of variety of instructional materials will increase the probability that student would learn more, retain better and bring about the skills they are expected to perform. Apart from their ability to process meaningful resources of information, instructional materials help that teacher with the means for extending his horizon of experiences as well as providing the teacher with rich sources of procuring communicative materials which could be produced jointly by the teacher and the students.

Instructional materials can be used in classroom management based on the fact that it will captivate the mindsets of the students thereby making teaching-learning to be interesting.

**Time as Classroom Management Skill**

Time management strategies are also a basis of criteria necessary for designing rules for the classroom. Glazer (2011) expressed concerns for students that may need time management strategies to compensate for a learning problem or perhaps a child at risk. Some time strategies that have been successful with students are listed below.

• using a timer so the child is able to gain control of passing time

• creating a signal for the student to inform “time spent” on a specific activity or task versus “time left”

• providing smaller units of work in regularly scheduled time periods

Teacher’s who understand and use time management strategies are an asset to the student who is not labelled with a disability, but may have other underlying causes for work delays (Glazer, 2011).

Dornbush and Pruitt (2015) presented an example of an underlying cause for delayed student work and a time strategy to compensate the problem. If a student has problems with handwriting, the teacher could reduce the number of problems on an assignment, test, or homework sheet. Reducing the number will accommodate the handwriting deficits and the slowness with which the student work. This practice of using time management strategies can aide in designing classroom rules that will facilitate all students. These students will become stronger, more confident learners therefore, building self-esteem as well. As you can see, there is a bountiful collection of criteria to weight before an educator can begin developing well refined classroom rules. Those who possess the knowledge and understanding of this criterion will be able to develop and maintain an efficient and effective classroom management plan.

**Motivation as Classroom Management Skill**

This term, ‘motivation’ has been defined in different ways by various experts. Schein cited in Croft (2016) wrote that motivation can be defined as “impulses that stem from within a person and lead him to act in ways that will satisfy those impulses”. That is to say that the concept of motivation implies that there is some driving force within individuals, which propel them to attempt to achieve a goal or objective in order to satisfy their need or needs. Therefore, to say that managers motivate their employees is to say that they do those things which they hope will satisfy these drives and desires and induce the subordinates to act in a desired manner. Motivation dwells on the factors within the person that start, energize, direct, maintain and can even adversely stop behaviour. Obi (2009) defined motivation as “the perceptions, methods, activities used by the management for the purposes of providing a climate that is conducive to the satisfaction of the various needs of the employees so that they may become satisfied, dedicated and effective task performers”. He maintained that motivation is that fuel which provides energy for human action. Nwachukwu (2008) observed that motivation is that energizing force that induces or compels and maintains behaviour. Motivation is an internal psychological process whose presence or absence can only be detected from observed behaviour. There are three basic characteristics of motivated behaviour.

a. It results from felt need: the behaviour emerges as a result of need.

b. It is goal directed: it is directed toward achieving objective.

c. It is sustained: it is maintained and lasts for a long time until it is satisfied.

These basic characteristics create the motivation process.

**Motivation Process Starts With the Emergence of Need or Desire**

The need creates tension in a given individual who is pushed by the tension to move in certain direction in order to achieve the objective that reduces the tension and hence satisfies the need. A satisfied need does not motivate, while unsatisfied need motivates.

**Motivation Process**

 Ezekoka (2012) pointed out the following as the motivation process.

Need----Tension---- Goal oriented ----tension ----reduces

 Motivating behaviour Need satisfied Behaviour

Motivating behaviour Need satisfied Behaviour

As soon as the felt need is satisfied, tension reduces, the individual relaxes and attention is directed to other unsatisfied needs. Individual needs are numerous and cannot be satisfied at the same time. In order to motivate employees, management must device means of motivating them for enhanced task performance. Real or imagined needs should be created by management for workers to aspire to. A real need may be increase in wages and fringe benefits, promotions, increase in organizational favour such as company car with a driver, the need to have visitors fill forms before seeing the officer, or the need to have tea or coffee in the office. Motivation can be intrinsic or extrinsic. Motivation can therefore be seen as the aggregate techniques, devices, methods and inducements employed by the management so as to electrify and stimulate the burning desire of the employees to become more interested and more productive in the work situations so that the objectives of the organization and that of individual fulfilment will be achieved at last.

**Measures for Improving Teachers’ Classroom Management and Control in Secondary Schools**

Teacher’s classroom management skills play very important part in the maintenance of good standard in educational system such as in secondary schools especially in Orumba North local government area of Anambra State. Teachers’ classroom management skills are some of the qualities of good teachers need in order to handle classrooms full of students to optimize students learning and achieve the purpose of education (Kauchak and Eggen, 2010). Classroom management skills of teacher needs to be improved to enable teachers make effective use of the classrooms to facilitate teaching and learning and ensure that students achieve the purpose of education. Teachers’ classroom management skills are imperative especially in the facilitation of teaching and learning and accomplishment of classroom management and control. Supervising teachers’ activities in the classroom can assist to improve their classroom management skills for quality assurance in schools. Teachers being responsible for controlling students’ disruptive behaviours in the classrooms cannot effectively and efficiently carry out this task without themselves being directed and assisted. Ebirim (2012) maintained that, aim of supervision is to help teachers develop their skills for the purpose of improving classroom management and organization in schools. Monitoring of teachers activities in the classroom is an important measure for improving teachers’ classroom management skills. When the supervisor monitors the teachers at work in the classroom, he/she detects teachers’ classroom management weaknesses and helps them to improve in their classroom management skills before it become a setback.

Organizing training workshops for teachers on classroom management skills can equally assist to improve teachers’ classroom management skills for quality assurance in schools. Oboebgulem (2011) maintained that teachers need to be made relevant in the day-to-day activities of the classroom. She further suggested that, principals can do this through encouraging professional growth, by sending teachers to in-service training, organizing conferences and workshops. When training workshops are organized for teachers on classroom management, it will enable teachers to improve on their management skills in the classroom, thereby providing opportunity for quality assurance in schools.

Acquainting teachers with the latest innovative approaches in classroom management such as group management methods can equally assist to improve teachers’ classroom management skills for quality assurance in schools. Nwite (2012) pointed out that, consistent professional renewal and career development for all teachers in secondary schools on classroom management skills beyond pre-service training is a welcome development to improve teachers’ classroom managerial performance in classroom organization. Group management method as an approach to classroom management involves creating a positive classroom community with mutual respect between teachers and students (Bear, 2008). According to him, teachers using group management approach offer warmth, acceptance, and support unconditionally- not on a students’ behaviour. Teachers being acquainted with this innovative approach will enable them become more efficient in classroom management and ensure accomplishment of good standard in schools.

Motivating teachers to participate in seminars for their classroom managerial growth can help to improve teachers’ classroom management skills for quality assurance in schools. In the light of the above, Wigwe (2013) argued that, teachers who participate in in-service training packages of secondary school teachers are better equipped to employ a number of interesting classroom management approaches to ensure effective classroom environment conducive for teaching and learning. Providing opportunities for teachers to involve in in-service training and participating in seminars and conferences will obviously improve the classroom management skills of teachers and further improve teaching and learning in secondary schools in Orumba North local government area of Anambra state.

**Theoretical Framework**

This section reviews theories that are related to the study. Two theories are reviewed: the Human Relations Theory and Behavioural Science Theory.

**Human Relations Theory**

The human relation theory is associated with Elton Mayor (1880- 1949). The main idea in this theory is that human relation is important in the achievement of organizational objectives. This theory assumes that worker will achieve better result if their personal interest and welfare are being considered and recognized. The theory suggests that individuals are encouraged to participate actively, when they are humanely treated. The empirical investigation of Elton Mayor discovered that individuals are not just concerned with money but could be motivated by having their social need met while at work. Individual’s satisfaction rather is based on a combination of non-economic factors, which are related to the level of interaction among individuals, team work and ability of management to pay attention to human situation.

The relevance of this theory to this study is that, secondary school students need to be given attention in the classroom organization. The classroom teachers of secondary schools should put into consideration the personal interest and welfare of their students. It is expected of the classroom teachers to treat their students humanely to encourage them participate actively in the achievement of the schools’ objectives in particular and goals of education in general. When the psychological needs of students are met, it becomes a motivating force which boosts their morale to put En their best and satisfaction. Team work and collective effort need to be encouraged among students in the classroom. These qualities required of teachers are the classroom management skills needed by them for quality assurance in secondary schools.

**Behavioural Science Theory**

The proponents of behavioural science theory advocate that the best approach to facilitate work and productivity in an organization is through an understanding of the worker, his job content, and the work environment. The theory postulates that, productivity and the worker should be integrated so as to achieve both organizational and personal goals. People who are associated with the development of the theory include Chester Bernard (1938), Max Weber (1910), Herbert Simon (1947), Bakke (1952), Griffiths (1956), Abraham (1954).

The behavioural science theory provides an integrative approach to educational management. The theory is related to this study because classroom management is a very important aspect of curriculum management. The school administrator and all stake holders are expected to pay adequate attention to teachers’ acquisition of classroom management skills to achieve quality assurance.

**Empirical Studies**

This section reviewed studies carried out in areas related to the present study. They are organized as follows:

**Studies Related to Classroom Management in Schools**

Wigwe (2013) conducted a study on classroom management practices in senior secondary schools in Rivers state. Purpose of the study is to ascertain the effect of classrooms management practices on students. Four research questions and two null hypotheses guided the study. The study employed a descriptive survey design. A sample of 240 secondary school teachers (120 males and 110 females) were used for the study in six education zones drawn from the fifteen education zones of River state. A structured questionnaire on classroom management practices technique assessment scale (CMPTAS) was used to collect data for the study. Mean and standard deviation were used to answer the four research questions, while t-test statistic was adopted to test the two null hypotheses at 0.05 level of significance.

The results of the study, among others revealed that, secondary school teachers in Rivers state employ a lot of preventive and maintenance oriented approaches in the management of students’ classroom behaviours. This study revealed that, secondary school teachers in Rivers state indulge mush in physical restraints and close monitoring of students as for remedial measures. The researcher recommended that teachers should be given in-service training on the various aspects of classroom management skills and on how to apply preventive, operational, maintenance and remedial classroom management measures. The work is related to present study in the sense that both treated classroom management but differ in the study area. The above empirical study review shows that the study was carried out in Rivers state while the area for the present study is Enugu state.

Oduyemi (2009) conducted a study on impact of environment on teachers’ classroom management in secondary schools in Ikorodu education zone of Lagos state. The purpose of the study was to ascertain the impart of environment on teachers classroom management. Four research questions and two null hypotheses guided the study. The study adopted a descriptive survey design. A sample of 140 teachers was used for the study. A structured questionnaire titled School Environment and Teachers’ Classroom Management (SETCMQ) was used to collect data for the study. Data collected were analysed using mean and standard deviation to answer the four research questions while t-test statistics was employed to test the two null hypotheses at 0.05 level of significance.

The results of the study among others indicated that school plant, school climate, class size and students’ activities have influence on teachers’ classroom management to a large extent. The study revealed that poor environment results to poor performance level on the part of teachers and consequently low achievement on the part of students. The study among others recommended that all categories of staff within the school system that require professional qualification should be encouraged to do so for the purpose of enhancing overall positive performance. The both study examine the classroom management while differ in the area of the study.

The above empirical study was carried out only in educational zone in Lagos state and was carried out in impact of environment on teachers classroom management while the present study intend to cover the six educational zones in Enugu state and was also carrying out on teachers application of classroom management skills for quality assurance in secondary schools in Enugu state.

Onyali and Modebelu (2010) carried out a study on effective classroom management skills; enhancement strategy for standard in secondary education in Nigeria. The purpose of the study was to ascertain the effect of classroom management on enhancement of standard in secondary schools. Two research questions and a null hypothesis guided the study. The study employed a descriptive survey design. 261 duty principals and 1160 teachers drawn from the six education zones constituted the sample for the study. A 27 item questionnaire designed by the researchers was the major instrument used. Mean scores were used to answer the research questions and the t-test was used to test the hypothesis at 0.05 level of significance were used for the data analysis.

The results of the study among others revealed that the itemized seven classroom management skills such as chalkboard arrangement, classroom arrangement, class control, sustaining learners’ interest, time management, classroom communication and time tabling were confirmed as enhancement strategies for standard in secondary education. It also showed that only two class control and time tabling, out of the seven identified classroom management skills are in frequent use by the teachers. The study among others recommended that practical classroom demonstration and experimentation by master trainers and trained teachers should be encouraged. Teachers also should be educated through workshops on the usage and application of the skills. The work is related to the present study because the both study examine classroom management skills. While the present study is different in the area of statistical tools used. The above empirical study review shows that only means scores statistic was used to analyse the data collected, but the present study intend to use mean score and standard deviation statistics to analyse the data.

**Summary of Literature Review**

The review focused on the concept of classroom, concept of management, concept of classroom management, teachers’ classroom management skills for classroom management and control and measures for improving teachers’ classroom management and control in secondary schools. Two theories were reviewed and related empirical studies were also reviewed.

Although a wide range of literature dwell on the attempts to address teacher’s classroom management and control in secondary schools in Orumba North. Here lies the missing link in the literature review, which invariably gave impetus to the present study which aimed at determining the problems of classroom management and control in secondary schools in Orumba North local government area of Anambra state.

**CHAPTER THREE**

**RESEARCH METHOD**

This chapter presents the research method under the following sub-headings; research design, area of the study, population for the study, sample and sampling technique, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

**Research Design**

 The design of the study is a descriptive survey research which aimed at investigating teachers classroom management and control in secondary schools in Orumba North. Descriptive survey design, according to Ali (2006), is a study in which a group of people or items are studied by collecting and analysing data from few people or items considered to be a representative of the entire group. Similarly, Nworgu (2006) defined descriptive survey design as a type of study which aims at collecting data on, and describing in a systematic manner, the characteristics, feature or facts about a given population. Hence, the researcher sees it necessary to use this design because it uses a representative sample of the entire population.

**Area of the Study**

The study is carried out in Orumba North local government area of Anambra State. Anambra state is made up of 21 local government areas. Anambra state shares borders with Delta State, Imo State, and Enugu. Every community in Anambra state has at least one primary school and one secondary school, funded and run by state government. There are also large numbers of private nursery, primary and secondary schools in Anambra state.

**Population for the Study**

 The population for this study will comprise the teachers in 16 public secondary schools in Orumba North local government area of Anambra state. Available data show that there are 800 female and 700 male secondary school teachers in Orumba North. This gives a total population of 1500 secondary school teachers in Orumba North. (Source:- Planning, Research and Statistics Unit, PPSMB Anambra, 2016).

**Sample and Sampling Technique**

The total population (1500) was used for the study. The sample size is made of 812 teachers selected from each secondary school in Orumba North. This was drawn using simple balloting technique.

Proportionate sampling was used to draw out 812 in Orumba North. Simple random sampling technique was used to select the male teachers out of female teachers. Therefore, the total sample size of the study is 812.

**Instrument for Data Collection**

 The instrument for data collection is a structured questionnaire. The instrument was developed by the researcher and has two sections, A and B. section A deals with the bio-data of the respondents while section B deals with information on teachers classroom management Control.

A four point scale with assigned value was used to rate the responses to the questionnaire items as follows: Very Great Extent (VGE) 4 points, Great Extent (GE) 3 points, Low Extent (LE) 2 points, Very Low Extent (VLE) 1 point. The items on the instrument are unambiguous.

**Validation of the Instrument**

 The instrument was face-validated by three experts, two from Educational Management and one from Measurement and Evaluation, all from Faculty of Education, Enugu State University of Science and Technology (ESUT). The experts were requested to examine the instrument with regards to relevance and accuracy of the items in terms of language clarity, comprehensiveness of the items bearing in mind the purpose of the study. The comments, suggestions and criticism made independently by the experts helped the researcher to modify and produce the final instrument. Out of the 35 questionnaire items initially structured, after modification by the expert, 7 items were dropped and 6 items were modified, 2 items were added and 30 questionnaire items survived.

**Reliability of the Instrument**

 To ensure the reliability of the instrument the validated instrument was trial tested on five male and ten female secondary school teachers in Orumba North. To ascertain the internal consistency of the instrument, the Cronbach Alpha method was used to compute the internal consistency of the instrument. The computation yielded 0.95 for scale one, 0.95 for scale two, 0.97 for scale three, and 0.85 scale four. The instrument has an overall reliability index of 0.92 which indicates that the instrument is reliable and therefore considered appropriate for use.

**Method of Data Collection**

The copies of the questionnaire were administered to the respondents by the researcher with the help of ten trained research assistants. These research assistants were trained on the method of administering and retrieving of the instruments. Direct delivery and retrieval system was used. It helped the researcher to recover all the instrument from the respondents.

**Method of Data Analysis**

In analyzing the data, the researcher used mean score and standard deviation in answering the research question of this study. The degree of great extent and low extent were determined by finding the mean of the values assigned to the options. The criterion mean of 2.50 was gotten by summing up the weighted options (4+3+2+1= 10) and dividing it by total number of response options (4) as follows; 10/4=2.50. In rating the computed mean scores that range from 2.50 and above was regarded as being great extent while the item that falls below 2.50 was regarded as having low extent.

**CHAPTER FOUR**

**DATA ANALYSIS AND RESULTS**

This chapter presents the data collected from respondents, as well as the results of their analyses. The presentation and analyses are according to the research questions. The summary of findings from the analyses is also presented.

**Research Question 1:** To what extent do teachers apply effective communication as classroom management and control in secondary schools in Orumba North local government area of Anambra State?

**Table 1:** Mean score of male and female teachers on the extent do teachers apply effective communication as classroom management and control in secondary schools in Orumba North local government area of Anambra State?

|  |  |  |
| --- | --- | --- |
|  | **Male Teachers** | **Female Teachers** |
| **S/N** | **Items** | **Mean**  | **SD** | **Dec** | **Mean** | **SD** | **Dec** |
|  | Make use of facial expression in communicating to students | 3.24 | 0.93 | GE | 3.19 | 0.83 | GE |
|  | Permits students to freely express themselves during teaching in the classroom | 3.34 | 0.85 | GE | 3.29 | 0.76 | GE |
|  | Use abusive language in communicating to students | 3.05 | 0.92 | GE | 3.30 | 0.74 | GE |
|  | Teachers use clear, simple and unambiguous words with students during teaching | 3.12 | 1.00 | GE | 3.04 | 0.62 | GE |
|  | Uses respectful tones of voices in communicating with students | 3.06 | 0.81 | GE | 3.32 | 0.74 | GE |
|  | Does not listen to students complaints | 2.98 | 0.93 | GE | 3.22 | 0.81 | GE |
|  | Encourages expressions of opinion and view from students | 3.27 | 0.97 | GE | 3.29 | 0.74 | GE |
|  | Uses both writing and oral communication | 3.03 | 0.93 | GE | 3.29 | 0.74 | GE |
|  | Use body sign and gesture to correct students | 3.15 | 0.81 | GE | 3.27 | 0.82 | GE |
|  | Avoid the use of technical jargons in teaching | 3.18 | 0.88 | GE  | 3.33 | 0.79 | GE |
|  | Uses loud and harsh voice in communicating with students | 3.15 | 0.83 | GE | 3.24 | 0.88 | GE |
|  | **GRAND MEAN** | **3.14** | **0.88** | **GE** | **3.25** | **0.77** | **GE** |

Data presented on table 1 show that respondents responded to a great extent in all items. The grand mean of 3.14 and 3.25 for male and female teachers respectively and standard deviation of 0.88 and 0.77 for male and female teachers respectively implies that there is great extent to which teachers use effective communication as classroom management and control in secondary schools in Orumba North.

**Research Question 2:** To what extent do teachers ensure discipline as classroom management and control in secondary schools in Orumba North local government area of Anambra State?

**Table 2:** Mean score of male teacher and female teachers on the extent teachers ensure discipline as classroom management and control in secondary schools in Orumba North local government area of Anambra State?

|  |  |  |
| --- | --- | --- |
|  | **Male Teachers** | **Female Teachers** |
| **S/N** | **Items** | **Mean**  | **SD** | **Dec** | **Mean** | **SD** | **Dec** |
|  | Students are not allowed to be loitering about during the school hour | 3.02 | 0.91 | GE | 3.26 | 0.72 | GE |
|  | Punishment is used to correct deviant and delinquent behavior among students | 3.27 | 0.80 | GE | 3.35 | 0.75 | GE |
|  | Certain rights and privileges are withdrawn from students to correct deviant behavior | 3.25 | 0.87 | GE | 3.12 | 0.79 | GE |
|  | Teachers use eye contact to correct some deviant act in the class. | 3.17 | 0.88 | GE | 3.33 | 0.71 | GE |
|  | Rewards and praises are used by the teachers to encourage discipline among the students | 3.26 | 0.70 | GE | 3.27 | 0.77 | GE |
|  | Teachers use sanction or threats to make students obey certain rules and regulations | 3.22 | 0.82 | GE | 3.27 | 0.76 | GE |
|  | Teachers enact rules and regulations that restrict students from unauthorized movement both within and outside the classroom | 3.15 | 0.88 | GE | 3.33 | 0.76 | GE |
|  | **GRAND MEAN** | **3.19** | **0.84** | **GE** | **3.28** | **0.75** | **GE** |

The data presented on table 2 shows that respondents rated great extent on all items that addressed discipline as a classroom management skill. The grand mean of 3.19 and 3.28 for male and female teachers respectively and standard deviation of 0.84 and 0.75 for male and female teachers respectively implies that there is great extent teachers ensure discipline as classroom management and control in secondary schools in Orumba North.

**Research Question 3:** To what extent do teachers ensure time management as classroom management in secondary schools in Orumba North local government area of Anambra State?

**Table 3:** Mean score of male teacher and female teacher on the extent do teachers ensure time management as classroom management in secondary schools in Orumba North local government area of Anambra State?

|  |  |  |
| --- | --- | --- |
|  | **Male Teachers** | **Female Teachers** |
| **S/N** | **Items** | **Mean**  | **SD** | **Dec** | **Mean** | **SD** | **Dec** |
|  | Teachers interaction with students enhance students academic performance | 3.25 | 0.83 | GE | 3.30 | 0.74 | GE |
|  | The way teachers give assignments enhance students academic performance | 3.12 | 0.86 | GE | 3.33 | 0.71 | GE |
|  | Regular attendance of classes by teachers enhance students academic performance | 2.98 | 0.93 | GE | 3.33 | 0.71 | GE |
|  | Classroom atmosphere enhance students academic performance | 3.41 | 0.76 | GE | 3.33 | 0.81 | GE |
|  | Adequate classroom facilities enhance students academic performance | 3.05 | 0.91 | GE | 3.27 | 0.76 | GE |
|  | **GRAND MEAN** | **3.16** | **0.86** | **GE** | **3.31** | **0.75** | **GE** |

Data presented in table 3 shows that respondents responded to a great extent in all items. The grand mean of 3.16 and 3.31 for male and female teachers respectively and standard deviation of 0.86 and 0.75 for male and female teachers respectively implies that there is great extent teachers manage their time as classroom management and control in secondary schools in Orumba North.

**Research Question 4:** To what extent do teachers apply motivation as classroom management and control in secondary schools in Orumba North local government area of Anambra State?

**Table 4:** Mean score of male and female teachers on the extent teachers apply motivation as classroom management and control in secondary schools in Orumba North local government area of Anambra State?

|  |  |  |
| --- | --- | --- |
|  | **Male Teachers** | **Female Teachers** |
| **S/N** | **Items** | **Mean**  | **SD** | **Dec** | **Mean** | **SD** | **Dec** |
|  | Teachers utilize time meant for a period or two periods as case may be to teach | 3.14 | 0.81 | GE | 3.22 | 0.84 | GE |
|  | Teachers stayed in the class beyond the time allocated for the lesson | 3.09 | 0.79 | GE | 3.21 | 0.77 | GE |
|  | Uses much time in introducing the lesson | 3.25 | 0.86 | GE | 3.35 | 0.74 | GE |
|  | The teachers map out insufficient time for evaluation | 3.16 | 0.82 | GE | 3.35 | 0.77 | GE |
|  | The teacher uses much time in copying note at expense of explanation | 3.28 | 0.87 | GE | 3.34 | 0.72 | GE |
|  | Spend much time to correct students when display unacceptable behavior in the class | 3.21 | 0.94 | GE | 3.31 | 0.71 | GE |
|  | Teacher map out insufficient time to make use of instructional materials | 3.21 | 0.76 | GE | 3.31 | 0.81 | GE |
|  | **GRAND MEAN** | **3.19** | **0.84** | **GE** | **3.30** | **0.77** | **GE** |

Data presented on table 4 shows that teachers responded to a great extent in all the items addressing motivation as classroom management and control. The grand mean of 3.19 and 3.30 for male and female respectively and standard deviation of 0.84 and 0.77 for male and female teachers respectively implies that teachers employed motivation as classroom management and control in secondary schools in Orumba North.

**CHAPTER FIVE**

**DISCUSSIONS, CONCLUSION, AND**

**RECOMMENDATIONS**

This chapter discusses the findings of the study, educational implications of the findings are also highlighted and recommendation made. Limitations of the study are also indicated while suggestions for further research were also made.

**Discussion of Findings**

Findings from the results of data analyses for this study are below:

**To what extent do teachers apply effective communication as classroom management and control in secondary schools in Orumba North local government area of Anambra State:** the evidence from the study shows that male and female teachers apply effective communication as classroom management and control. In other words, it shows that teachers responded to a great extent in relation to effective communication been used as classroom management and control in secondary schools in Orumba North. The findings agree with Ocho (2016) who opined that, for a meaningful thing to take place in a classroom, effective communication is needed. He believes that for any teacher to effectively teach students he/she needs effective communication.

**To what extent do teachers ensure discipline as classroom management and control in secondary schools in Orumba North local government area of Anambra State:**

 The respondents share the view that there is great extent to which teachers ensure discipline as classroom management and control in secondary schools in Orumba North. The findings agree with Atanda and Lameed (2006) who opined that, orderliness and good conduct of students is very vital for effective management of the class.

**To what extent do teachers ensure time management as classroom management in secondary schools in Orumba North local government area of Anambra State:** the evidence from the study shows that, the male and female teachers share the view that teachers manage their time as classroom management and control. In other words, it shows that teachers responded to a great extent in relation to time management as classroom management and control in secondary schools in Orumba North. The findings agree with Glazer (2011), who opined that teachers who understand and use time management strategies are an asset to the student who is not labelled with a disability, but may have other underlying causes for work delays. The practice of using time management strategies can aid in designing classroom rules that will facilitates al students.

**To what extent do teachers apply motivation as classroom management skill for quality assurance in secondary schools in Orumba North local government area of Anambra State:** the respondents share the view that there is great extent to which teachers used motivation as classroom management and control in secondary schools in Orumba North. The findings agree with Ajayi (2012), who opined that teachers who understand and use time motivational strategies are an asset to the student who is not labelled with a disability, but may have other underlying causes for work delays. The practice of using motivational strategies can aid in designing classroom rules that will facilitates al students.

**Conclusion**

The research study examined the extent of teacher’s the problems of classroom management and control in secondary schools in Orumba North local government Area of Anambra state. Based on the findings of the study, the following conclusions were drawn that, in classrooms, teachers do adopt and use effective communication in their teaching, ensure students discipline, motivate and manage their time as classroom management and control in secondary schools.

Based on the findings of the study, the researcher recommends that principals and teachers should always adopt and use different communication techniques that will enable students to decode any information pass across. Also principals and teachers should encourage students through motivation and rewarding outstanding students.

Findings from the study also revealed that, there is no significant difference between the mean scores of male and female teachers on the extent teachers use effective communication as classroom management in secondary schools in Orumba North.

**Educational Implications of the study**

The findings of this study have far-reaching implication for the management and teachers of secondary school system. Some of these implications based on the findings of this study are as follows:

1. Since the respondents responded to a great extent in relation to teachers using effective communication as classroom management and control, these will enable teachers to control the class effectively through communication such as verbal, written and oral means of communication.
2. Since the respondents responded to a great extent regarding the teachers ensuring discipline as classroom management and control, these will enable teachers to have orderliness in the classroom and good conduct and be able to manage their class effectively.
3. Since the respondents responded to a great extent in relation to teachers managing their time as classroom management and control, these will enable the teachers to know the time spent on a specific activity or task.
4. Since the respondents also responded to a great extent in relation to teachers using motivation as classroom management and control, these will encourage students to work hard in order to improve on their performance.

**Recommendations**

Based on the findings, the following recommendations were proffered:

1. School principals and teachers should adopt different means of communication that will enable students to decode any information pass across to them.
2. Secondary school management and teachers should adopt different means of inculcating discipline into their students such as punishment.
3. School principals and teachers should always rewards and motivate their students through positive words, gift to any student who performs well.
4. Secondary school management should also discourage teachers from spending beyond the normal period they have for a particular class. These will enable each teacher to plan and utilize their time.
5. Teacher education institutions should pay more attention to imparting classroom management skills on teacher-trainees.
6. School principals should supervise teachers’ classroom activities more closely to ensure that teachers’ weaknesses in classroom management skills are corrected.
7. Conference, workshops, seminars and other in-service programmes should be regularly organized for teachers to acquaint them with latest innovations in classroom management.

**Limitation of the Study**

The following limitations were experienced in the course of this study:

1. Financial issue was a major constraint because the researcher had issues meeting up with appointments with the respondents at the appropriate time.
2. It was not possible for the researcher to use all the teachers in the secondary school system in Orumba North.

The inclusion of all of them would have increased the creditability and generalization of the result of the study.

**Suggestion for Further Studies**

It is suggested that, further research be carried out in the following areas:

1. The present study was carried out in secondary schools in Orumba North; further study can be conducted using primary school or institution of higher learning.
2. Since the present study was conducted in public secondary schools in Orumba North, further study can be carried out in another state in Nigeria.
3. The present study was carried out in public secondary schools; therefore, further study can be carried out in private secondary schools.

**Summary of the Study**

The study centered on the extent of teachers’ application of classroom management skills for quality assurance in secondary schools in Enugu state. Four research questions and four hypotheses were formulated for the study. The population for the study consisted of 1500 secondary school teachers while the sample for the study included a total of 812 respondents. Questionnaire was used as the instrument for data collection and was designed to elicit appropriate information from the respondents.

The reliability co-efficient of the instrument was calculated using Cronbach Alpha method. Alpha value was found to be 0.92 indicating high reliability of the instrument. Mean score and standard deviation were used to answer the research questions, and t-test statistic was used to test the hypotheses at 0.05 level of significance. Some of the major findings of the study indicated a great extent in relation to teachers using effective communication as classroom management skill for quality assurance secondary schools in Enugu state, the finding also showed a great extent teachers ensure discipline as classroom management skill for quality assurance in secondary schools.

Implications of the findings were stated and recommendations highlighted, suggestions for further studies were also proffered.

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**APPENDIX A**

Department of Arts and Social science Education

Godfrey Okoye University,

Thinkers Corner,

Enugu State.

Dear Respondent,

**REQUEST FOR RESPONSE OF RESEARCH INSTRUMENT**

I am a final year student of the above named department and institution, carrying out a research the problems of classroom management and control in secondary schools in Orumba North local government Area of Anambra state. Please answer the following questions.

Honestly, the research is purely for academic purposes to complete my degree in Economics any information received by you should be treated with utmost confidentiality.

Thanks for your co-operation.

Yours faithfully,

**Obineme Kenechi Tecula**

**QUESTIONNAIRE**

**Introduction**

Please indicate with a tick against the option that is most applicable to you.

**SECTION A**

**Gender:**

Male Teacher Female Teacher

Educational Zone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of the School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Indicate your extent of agreement with each of the following statement by ticking in the appropriate column on your right. There are four response options viz:

Very Great Extent (VGE)

Great Extent (GE)

Low Extent (LE)

Very Low Extent (VLE)

**Research Question 1: To what extent do teachers apply effective communication as classroom management and control in secondary schools in Orumba North local government area of Anambra State?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  **S/N** | **ITEMS** | **VGE****4** | **GE****3** | **LE****2** | **VLE****1** |
| 1. | Make use of facial expression in communicating to students |  |  |  |  |
| 2. | Permits students to freely express themselves during teaching in the classroom |  |  |  |  |
| 3. | Use abusive language in communicating to students |  |  |  |  |
| 4. | Teachers use clear, simple and unambiguous words with students during teaching |  |  |  |  |
| 5. | Uses respectful tones of voices in communicating with students |  |  |  |  |
| 6. | Does not listen to students complaints |  |  |  |  |
| 7. | Encourages expressions of opinion and view from students |  |  |  |  |
| 8. | Uses both writing and oral communication |  |  |  |  |
| 9. | Use body sign and gesture to correct students |  |  |  |  |
| 10. | Avoid the use of technical jargons in teaching |  |  |  |  |
| 11. | Uses loud and harsh voice in communicating with students |  |  |  |  |

**Research Question Two: To what extent do teachers ensure discipline as classroom management and control in secondary schools in Orumba North local government area of Anambra State?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **VGE****4** | **GE****3** | **LE****2** | **VLE****1** |
| 12. | Students are not allowed to be loitering about during the school hour |  |  |  |  |
| 13. | Punishment is used to correct deviant and delinquent behavior among students |  |  |  |  |
| 14. | Certain rights and privileges are withdrawn from students to correct deviant behavior |  |  |  |  |
| 15. | Teachers use eye contact to correct some deviant act in the class. |  |  |  |  |
| 16. | Rewards and praises are used by the teachers to encourage discipline among the students |  |  |  |  |
| 17. | Teachers use sanction or threats to make students obey certain rules and regulations |  |  |  |  |
| 18. | Teachers enact rules and regulations that restrict students from unauthorized movement both within and outside the classroom |  |  |  |  |

**Research Question Three: To what extent do teachers ensure time management as classroom management in secondary schools in Orumba North local government area of Anambra State?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **VGE****4** | **GE****3** | **LE****2** | **VLE****1** |
| 19. | Teachers interaction with students enhance students academic performance |  |  |  |  |
| 20. | The way teachers give assignments enhance students academic performance |  |  |  |  |
| 21. | Regular attendance of classes by teachers enhance students academic performance |  |  |  |  |
| 22. | Classroom atmosphere enhance students academic performance |  |  |  |  |
| 23. | Adequate classroom facilities enhance students academic performance |  |  |  |  |

**to what extent do teachers apply motivation as classroom management skill for quality assurance in secondary schools in Orumba North local government area of Anambra State?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **VGE****4** | **GE****3** | **LE****2** | **VLE****1** |
| 24. | Teachers utilize time meant for a period or two periods as case may be to teach |  |  |  |  |
| 25. | Teachers stayed in the class beyond the time allocated for the lesson |  |  |  |  |
| 26. | Uses much time in introducing the lesson |  |  |  |  |
| 27. | The teachers map out insufficient time for evaluation |  |  |  |  |
| 28. | The teacher uses much time in copying note at expense of explanation |  |  |  |  |
| 29. | Spend much time to correct students when display unacceptable behavior in the class |  |  |  |  |
| 30. | Teacher map out insufficient time to make use of instructional materials |  |  |  |  |