



Classroom Management

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Abstract: The paper looked at the concept of classroom, classroom management and importance of classroom Management. The paper also discussed ways of achieving effective classroom management and control in the schools and finally examined barriers to effective classroom Management. Secondary data collected from both print and online publications were used for the paper. The paper concluded that lack of effective classroom management skills, pool teacher's dresses, poorly planned school plant and classrooms, inadequate infrastructure facilities, large class-size, poor supervision, poor training and retraining program are barriers to effective classroom management in schools. Based on the identified barriers, the paper hereby recommended the following. Government should employ professional teachers. School administrators should ensure teachers dress properly to classroom. School plant and classrooms should be planned professionally putting into consideration all factors that will aids effective classroom management. Government should also provide adequate infrastructure in schools and classrooms. School administrators should ensure effective supervision of teachers.

Key words: Classroom Management

Introduction

The school system is designed to be host in the classroom. The classroom have been conceptualized in different ways by different people. Classroom is an important place in the operation of any school. It holds the students together and offers them the opportunity of achieving the purpose of education. Classroom determines what the child eventually becomes, morally and academically. This goes to prove how indispensable the provision of adequate, conducive, suitable and child-friendly classroom is, for children to achieve their educational goals (Unachukwu & Osunkae, 2019). Agabi (2002) described it as a room where students converge for the purpose of learning under the guidance of a teacher. The number of classrooms in a school is determined by the level of education. It is also determined by the number of learners admitted into the school. Again the number of teachers available, the landmass occupied and government policy affects the number of classrooms in a school.

Classroom has been defined in various ways by scholars. Emmer and Stough (2011) viewed classroom as an avenue where students share experiences and grow in groups, living not only for learning but for development. This shows that a classroom is the power house where the success of teaching and learning process is generated, implemented and sustained. According to Akinwumiju and Agabi (2008) the classroom has the following features: the chalkboard, seat and desks, ventilation and lighting, classroom hygiene and classroom environment. From the above, classroom can be seen in this paper as is any planned and organized room with all educational resources structures meant for the implementation of teaching and learning. Classroom is a special room

prepared for the execution of teaching and learning program. Classroom is a room set aside with all facilities and resources for teaching and learning process to take place in it. Classroom is very vital for the development of education. Classroom facilitates teaching and learning, provides comfort for both teachers and students to teach and learn. Classroom is one of the educational resources that cannot be underestimated because of its relevance to the implementation of teaching and learning process. Classroom is the can mar or make teaching and learning. It is the capacity to aid quality teaching and learning.

Classroom Management

Classroom management is the process of efficiently and effectively organizing the classroom so that learning objectives can be achieved (Unachukwu & Osunka, 2019). Akpakwu (2012), defines classroom management as the orderly control of the learners, teaching materials and teaching aids in order to obtain the desired learning objectives. Classroom management considering the above mentioned views could be conceptualized as the planning, management and execution of the school program as it affects teaching and learning in the classroom. The teacher manages the physical as well as the psychological environment to create an atmosphere that is conducive for learning. Classroom management according to Igbacha (2012) is a process involving planning, organizing, coordinating, motivating and controlling the actions of learners and materials in order to achieve instructional objectives. The art of classroom management encompasses all the functions of a classroom teacher in instructional procedure. Such activities include lesson planning and presentation, organization of the classroom facilities, coordination of learning activities, management of instructional materials and leading by example (Nwankwo, 2014).

Brown (2011) looks at classroom management as a “process involving the organization of certain academic tasks which are essential for effective teaching and learning in a specific set up. Classroom management as viewed by Evertson and Weinstein (2016) is the actions teachers take to create a supportive environment for the academic and social emotional learning of students. Brown (2011) looks at classroom management as a “process involving the organization of certain academic tasks which are essential for effective teaching and learning in a specific set up”.

Classroom management and control entails planning, supervising, controlling and coordinating the activities of pupils in the teaching and learning processes. Classroom management and control are the term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by some pupils. The term also implies that the prevention of disruptive behavior, is possibly the most difficult aspect of teaching for many teachers. Classroom management is a complex set of articulate behavior which the teacher uses to establish and maintain conditions to enable learners achieve instructional objectives efficiently (Adzongo & Olaitan, 2019). Ibode (2004) summarized effective classroom management as an embodiment of the following; involving students right from the beginning of any lesson; ensuring that classroom is tidy, materials available, displayed, arranged and sometimes, necessary instructions or examples are written on the board; adopting appropriate method of sitting among the students; maintaining appropriate position in the class preferably, standing, while teaching is On; maintaining decorum in the classroom; reaching out to any misbehaving students and planning lessons in a way that there will be a successful ending of the lesson. From the above, classroom management is the systematic ways involve in planning, organizing and coordinating classroom (students and resources) for effective implementation of teaching and learning. Classroom management is the proper coordination and organization of classroom resources both human and materials for smooth implementation of teaching and learning program. Classroom management entails all activities and actions geared towards ensuring an atmosphere of classroom that promote effective teaching and learning under instructor supervision.

Importance of Classroom Management

Classroom management in education is very important in the realization of the objective of the education system. Good classroom management enhances teacher’s effectiveness, therefore it is

pertinent to note that for effective teaching and learning to take place, there should be conducive classroom environment.

1. A conducive classroom environment increases the desire for knowledge and heightens creativity in learners.
2. Classroom setting helps to eliminate social prejudices among learners because complexes that many arise from economic and cultural backgrounds are thereby eliminate.
3. It also strengthens the spirit of team work and tolerance.
4. The classroom protects learners from the vagaries of nature such as rain, storm, wind, excessive cold, heat and sunlight. A comfortable classroom allows teaching and learning to take place in spite of the season of the year or the weather condition.
5. The professional skill of a teacher is sharpened in the classroom. Instructional activities with learners in the class help the teacher to identify his strong and weak areas. The classroom therefore provides a basis for relevant decision on the professional development of the teachers (Akinwumiju & Agabi, 2008; Okorie, 2018). Effective classroom management can also attract students to school, aid delivery of quality education, ensure proper coordination of educational resources and guarantee full participation and involvement of students in teaching and learning.

Ways of Achieving Effective Classroom Management and Control

To achieve effective classroom management and control therefore; Adzongo & Olaitan, (2019), the teacher is required to exhibit certain management skills, which include the following:

I Effective Preparation of Lesson Plans:

Lessons should be well prepared with the consideration of the ability and interest levels of learners. The behavioral objectives of a lesson should be well identified. A lesson with non-proper statement of objectives may create confusion for both the teacher and the students which may result into uncontrollable situation of the class.

II Lesson Presentation:

A teacher, who is active and brilliant in his or her lesson presentation, can also influence the active participation of his students who are bound to gain their cooperation and submission. However a teacher who is dull in presentation and cannot influence active participation of his students will invite the opportunity for the students to create unnecessary noise in the class.

III Classroom Organization:

A teacher who arranges his class in an orderly manner has the chance of getting to any part of the class without obstruction and can fetch materials in the class without creating unnecessary movement of other materials or the students. Similarly, instructional materials for a lesson kept in appropriate places can be easily gotten without obstructing the lesson presentation. Good classroom arrangement can therefore facilitate a teacher's change of effective classroom control.

IV Teacher Personality:

The characteristics of a teacher counts very much in achieving effective classroom management if certain professional rules are observed. Such may include:

- A teacher must be a master of his subject because any weakness on his part will lower his prestige in the eyes of his students.
- A good rapport between the teacher and the students will create a good teaching learning environment.
- A teacher's good style of dressing will command greater respect from his students. He should avoid overdressing and under dressing in the class.
- A teacher should not show any sense of favoritism or biasness in dealing with his students.

- Any punishment given should serve to educate the offender against the future. A teacher should be strict, firm but kind to his student
- A teacher should always be cheerful in his classroom; even if he is not in a good state of mind or body, he should not let his emotional and physical state become apparent to the extent of spoiling or ruining the lesson for his class.
- He should be judicious in his use of authority and power as well as being democratic in taking decisions in matters that pertain to his students in the class.
- Teachers should correct their student's errors without humiliation.
- A student's progress should always be acknowledged, no matter how small, in order to reinforce him to do more.

V Effective Use of Instructional Materials:

Effective use of instructional materials must be ensured in order to stimulate students' interest in any lesson and gain their attention for effective participation in the lesson. For instance, teaching materials can only prove effective when they suit the lesson objectives and the distinctive characteristics of the learners.

VI Effective Classroom Communication:

Another important factor to consider in classroom management is classroom communication. Communication simply refers to the process of sending and receiving messages through a medium. Classroom communication involves four basic factors or elements: the source (Teacher or sender, the message (lesson), the channel or means (Language-oral or written, demonstration, teaching aids etc.) and the receiver (learners). Communication takes place or is achieved when a message sent is received and understood. With classroom teaching, effective communication is achieved when the learning experience presented to learners by a teacher is testified when learners use the knowledge gained from the lesson to solve practical problems. However, when the content does not take place as expected then classroom communication is said not to be effective.

VII Classroom Control and Discipline:

Classroom control and discipline are aspects of the classroom management which have to do with the ability of the teacher to maintain order and discipline among learners with the objective of creating a conducive teaching and learning environment. Classroom control is largely influenced by a teacher's behavior. The characteristics of a teacher has great influence on the shaping of the behavior of students and on their participation in the teaching-learning process.

Adzongo & Olaitan, 2019) noted that teacher needs to focus attention on entire class and must not talk over student chatter. At times silence can be effective. Students should know what is going to happen in the class and monitored to check progress. Teacher should move around the room so students have to pay attention more readily and give students non-verbal cues. Lessons should be planned to ensure that the period is filled with learning activities. Teacher should have a knack to memorize student names as quickly as possible. B.F. Skinner gave Behavior Modification theory and believed that behavior is shaped through systematic reinforcement and punishment which have limited effects. Jacob Kounin emphasises on lesson management to prevent misbehavior. Rudolph Dreikurs proclaimed human needs and democratic classrooms. The author believes that students have a need for belonging. It is believed that misbehavior occurs when needs are not met. Moreover democratic classrooms support effective learning. Lee and Marlene Canter focused on Assertive Discipline, Students have the right to learn in a calm, organized classroom and teachers have the right to teach in a classroom free of interruption and misbehavior.

Barriers to Effective Classroom Management

For the purpose of this paper, the following; lack of effective classroom management skills, poor teacher's dresses, poorly planned school plant and classrooms, inadequate infrastructure facilities, large class-size, poor supervision, poor training and retraining program would be considered as barriers to effective classroom management in schools.

Lack of Effective Classroom Management Skills

Most teachers in the educational institutions are not professional teachers. They did not go through the various training in education that supposed to have equip them with classroom management skills, lesson planning skills, and instructional resources usage skills. Lawal (2021) reported that the Teachers Registration Council of Nigeria (TRCN) lamented that more than 50 per cent of those currently teaching in primary and secondary schools nationwide are still not qualified to be in the classroom. The Registrar and Chief Executive of TRCN, Prof Josiah Ajiboye, said it is worse in private schools. Chief Executive of TRCN noted apart from the fact that these so-called teachers, particularly those in private schools are not qualified, they are simply not registerable by the council. According to him, teachers in this category do not have basic teaching educational qualifications, which is the National Certificate in Education (NCE) as stipulated by the National Policy on Education. Teachers are critical to the human and capital development of every nation, hence their qualification and standard process must be accorded the highest form of scrutiny. The performance of teachers in classroom management depends on his or her level of experiences, professional qualifications and skills. Teachers that lacks these skills and qualifications cannot effectively manage the classroom. Classroom management requires professional qualifications, experiences and skills. Cangelosi, (1993) noted that a teacher who knows what to teach, various components of his class, the individual differences in his students and the arrangement of his classroom is duty bound to produce optimal results. The inability of a teacher to understand these various make-ups of teaching function leaves him and the society to reap poor result from his students.

Poorly Dressed Teachers

Teacher dresses has a lot to do in the classroom management. The dress the teacher wears has the capacity to draw the attention of students in the classroom and discrete them from learning. A good teacher dresses moderately and corporately. He or she is also well mannered because he/she is a role model to the students/pupils. Gogreenva.org , 2022) observed that there is no definitive answer to this question as there is no clear consensus on what constitutes “proper” dress for a teacher. However, there is a body of research that suggests that the way a teacher dresses can have an impact on student performance. Some studies have found that students perceive teachers who dress more formally as being more competent and having higher expectations for their students. Other research has shown that students tend to focus more on teachers who are dressed in a way that is congruent with the subject matter they are teaching. For example, a study of elementary school students found that those who were taught by a teacher wearing a lab coat paid more attention and recalled more information than those who were taught by the same teacher when she was not wearing a lab coat. There are a number of possible explanations for why teacher dress might affect student performance. It is possible that students dress to reflect their own level of commitment to the class or to the teacher. If a student perceives that the teacher is not taking the class seriously, they may not be as motivated to do so themselves. Additionally, the way a teacher dresses can send subtle cues about the level of respect that the teacher has for their students. If a teacher dresses in a way that is sloppy or inappropriate, it may communicate to students that the teacher does not value them or their education (Gogreenva.org , 2022).

Poorly Planned School Plant and Classroom

Poorly planned school plant and classrooms are not barriers to effective classroom management. Many school plant and classrooms are poor planned and tis affect implementation of teaching and learning in the schools. Classrooms are not planned and designed for free movement and adequate space for students. This makes it difficult for teachers to manage the classroom effectively. NOUN (2012) asserted that a smooth implementation of an educational program can only occur and the chances of actualizing its goals enhanced if the school plant possesses some desirable qualities or standards. Ensuring that a school plant meets these standards should be the major concerns of all efforts directed at planning, designing and constructing school plants. In addition to facilitating the implementation of the educational program, some of the qualities are necessary for the all-round development of children and youth and the well-being of the school staff. School plant must be spatial adequacy and desirability, Health and safety, Adaptability, Aesthetics and Durability. Classroom must be built to have special arrangement to allow free movement of teachers. Miller’s in

NOUN (2012) observation that a school plant can either be an effective tool or a barrier to education. If a school's facilities are poorly planned and designed with inadequate number, sizes, and arrangement of learning spaces, it may hinder the operation of the educational program. As well, poor planning and design of facilities may lead to undesirable behavior of learners and inability of the school to achieve its educational goals. In this regard, Nwagwu (1978) observes that the quality of education that a child receives is directly related to the availability or lack thereof of physical facilities and the overall atmosphere in which learning takes place. Also, the location, size and nature of the classroom affect the types and number of curricular and co-curricular activities that can take place in and outside it. A school built on a small site, for instance, may not have enough space for playgrounds and recreational facilities. The same thing can be said about a school plant in a swampy place or difficult terrain.

Inadequate Infrastructure Facilities

Inadequate infrastructure facilities affects effective classroom management. Ogunode (2020) viewed infrastructural facilities as those facilities aiding the delivery of academic and non-academic services in educational institutions. Infrastructural facilities include; libraries, laboratories, halls, offices, administrative blocks, hostels, road facilities, water, electricity, internet etc. The availability of infrastructural facilities in adequate quantities will support the effective administration of educational institutions and the inadequacies will prevent the effective administration of educational institutions. The lack of adequate infrastructure in educational institutions has posed serious setbacks in the achievement of higher education goals. A schools with adequate infrastructure facilities have access to adequate classroom where teachers can teach and manage the class effectively. When there are shortage of classroom, students are compressed into few classrooms available and this result is overpopulation. It is difficult for teachers to effectively manage the classrooms with overpopulation. Here inadequate infrastructure facilities is a barrier to effective classroom management in schools. Koori, (2018) observed that the teacher takes cognizance of the differences in the students who make up the class, contributes tremendously to good teacher / student performance and makes the teacher's work much acceptable to the society. When classroom facilities are not provided by government and stake holders in education, it becomes difficult for the teacher to plan his classroom well, even when the teacher possesses the expertise to organize his classroom proper. Without facilities, he cannot get his classroom adequately planned and managed for effective teaching and learning.

Large Class-size

Teachers in public schools in Nigeria from the Basic schools to the higher institutions are faced with the problem of teaching large classes more than the normal class size stipulated by the various educational policies in the country. Ogunode (2021) observed that class size is an educational tool that is used to describe the average number of students per class in a school. The teacher who is the classroom manager should therefore, have the number of students he/she can effectively control, supervise and teach at any given period. But that is not the case in most Nigerian educational institutions. At the Basic schools, the National Policy on education FRN (2013) stipulated a student teacher ratio of 1:25 for pre-primary classes; 1:35 for primary and 1:40. The reverse is the case in most schools. Class size is another barrier to effective classroom management in schools. Various scholars have developed interests on the concept of class-size based on how it affects classroom management in schools. Adeyemi (2008) defined class-size as an educational tool that can be described as an average number of students per class size in a school. Also, Hoffman (1980), described it as the number of students per teacher in a class. While Kedney (1989), viewed it as a tool that can be used to measure performance in the educational system. It is often believed that classes are larger when it is more than the expected number of students" and create shortage of resources available, these on the other hand create problem for the teacher as well as the learning process.....observed dealing with large classes constitutes a real challenge to every teacher: diversity of students, lack of flexibility, class climate management, difficulty of setting and enforcing classroom behavior (crowd control), minimum attention to students, limited monitoring of students' learning and difficulty in engaging .

Poor Supervision

Poor supervision from both the external and internal Supervisors in the schools as contributed to poor classroom management. Supervision as two things to achieve here. Ogunode & Ibrahim (2023) defined Instructional supervision as a program of instruction designed to improve teachers' job performance and students' academic performance in schools. Instructional supervision is a combination of activities meant to advance the work effectiveness of teachers and other personnel in the school business. Instructional supervision is the process of improving teaching and learning in educational institutions because of realizing the goals of education. Instructional supervision is critical to the development of education (Ogunode & Fabiyi, 2023). There are various reasons for carrying out supervision in schools. One of the most crucial reasons is to ensure that each teacher within the school system has been performing the duties for which he/she was scheduled. Another cogent reason is to improve the effectiveness of teachers so that they can contribute maximally to the attainment of the system's goals (Adesina, 2001; Ogunode & Ajape 2021; Ogunode, & Richard, 2021; Ogunode, Olatunde-Aiyedun, & Akin-Ibidiran, Yemi 2021). For a supervisor to achieve the above-stated purpose the supervisor must have a clear understanding of what he wants in the supervision and how he can go about achieving the purposes. One is to help the teachers improves in his or her classroom management skills. Two, supervision is to ensure the teachers is professionally guided to use the right classroom management strategies. The inability of the both external and internal supervisors to carry out these functions has resulted to poor classroom management by the teachers.

Poor Training and Retraining Programme

Poor training and retraining program is another barriers to effective classroom management in schools. Teachers needs training and retraining program to update their knowledge and skills on effective classroom management practices and strategies. Training is perceived by Ogunode Kasimu, & Sambo (2023) as a formal process of acquiring skills and technical know-how in a specific field so as to enhance competency and expertise in the use and manipulation of modern technology and in handling technical issues in all human endeavors. Training has been conceived to be a process of acquiring skills towards improved performance. Increase in workers output and efficiency are among reasons advanced for training needs of the workers. Training is a deliberate plan and program meant to improve to employee's skills at a task. Training is an organized program aimed at raising the performance level of the employee. Classroom management training will help to ensure that teachers are fully prepared and able to teach to the best of their abilities. Not only will this be of benefit to the teachers, but it will also mean that students in the classroom are able to perform to their full potential. Training course will allows teachers to *develop their classroom management skills by using interactive, engaging techniques and reflective methods* in order to achieve success in the classroom. A study was conducted and it was discovered tat during FGs and interviews, teachers reported that the TCM training had had a range of impacts on their practice, including changing their mindset, helping them see things from the child's point of view, helping them develop better relationships with the children, making them think more before responding, helping them feel more positive, more confident and more in control, and helping them create a more positive cycle of behavior through modelling (Ford, Hayes, Byford, et al. 2010). Classroom management therefore is a skill that can be acquired like in any other profession. It is a skill that must be practiced to achieve proficiency. Classroom management thus needs specific ability such as planning, organizing, as well as a skill for team work. It needs a great contract of pledge, initiatives, teachers' willingness to adjust, innovative thinking and actions. Poorly managed classrooms are usually characterized by disorderly behaviors such as late coming, calling of nicknames, noise making, sleeping, miscopying of notes, eating, verbal or physical threat to fellow students or the teacher. Poor training and retraining program of teachers in the schools is contributing to poor classroom management in the schools.

Conclusion and Recommendations

The paper looked at the concept of classroom, classroom management and importance of Classroom Management. The paper also discussed ways of achieving effective classroom management and control in the schools and finally examined barriers to effective classroom Management. The paper

concluded that lack of effective classroom management skills, poor teacher's dresses, poorly planned school plant and classrooms, inadequate infrastructure facilities, large class-size, poor supervision, poor training and retraining program are barriers to effective classroom management in schools. Based on the identified barriers, the paper hereby recommended the following:

1. Government should employ professional teachers.
2. School administrators should ensure teachers dress properly to classroom.
3. School plant and classrooms should be planned professionally putting into consideration all factors that will aids effective classroom management.
4. Government should provide adequate infrastructure facilities in schools and classrooms.
5. School administrators should ensure effective supervision of teachers.
6. There should be special training and retraining program for teachers on classroom management skills and knowledge.

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