

EFFECTIVE TEACHING AND CLASSROOM MANAGEMENT: A TOOL FOR QUALITY EDUCATION IN NIGERIA

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Abstract

Effective teaching and classroom management as a tool for quality education in Nigeria discussed teaching and its evolvement from the old missionary approach to the new approach which is learner/pupil centered where a teacher guides, facilitates, motivates and allows room for interaction. The activities involved in the teaching process like: how teaching facilitates changes in skills, knowledge and attitudes among others are also discussed. The concept of classroom management and control like effective preparation of lesson plans, lesson presentation, classroom organization and others are also discussed. The paper again discusses ways that Government can support teachers to achieve quality Education. The paper concluded that there is a strong link between management and quality education. From the conclusion it was recommended among others that Nigeria needs as a matter of urgency to focus on more funding to achieve quality education.

Keywords: Teaching, Classroom Management and Quality Education.

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Introduction

Teaching is a profession that requires training on the part of the person-who wants to be a teacher. This paper intends to assist teachers out there (be it practicing, or would be teachers) an opportunity to be conversant with the rigours of pre-primary and primary education teaching methods and classroom management techniques that will aid them in carrying out classroom instruction in the most effective way. Teaching has evolved from the old missionary approach that was teacher-centred where the teachers knew all and had answers to everything while the learners were listeners and accepted all they were taught. Teaching has a new approach which is learner centred where the learner is given credit with some knowledge and skill. The teacher therefore now only guides, facilitates, motivates and allows room for interaction, (Adzongo, Shir & Hembah, 2016). According to Ada (2010) teaching is an attempt to help someone acquire or change some skills, attitude, knowledge, ideas or appreciation. A good teacher is also able to manage and control the classroom for effective teaching and learning, so that teaching quality in the overall educational process can be achieved. Effective teaching is a building block of high student achievement which it requires creativity, innovation and adoption of various teaching strategies (American Council on Education, 2018). The skills required to achieve effective teaching involves more than just expertise in an academic field (Marshall, 2016). Teaching occurs when an individual deliberately attempts to assist another individual or a group of person in performing a skill or learning a specific activity or concept (Adzema, 2011). Adzema further states that teaching involves many activities that complement each other to complete the process, some of the processes are:

- a. **Creating Conditions that Facilitates Learning:** A teacher facilitates learning by stimulating the “child”, establishing a favorable atmosphere developing a good student-teacher relationship, exercises good discipline: He or she is also able to manage, control and introduces variety of activities that aid learning.
- b. **Teaching Involves Social and Physical Factors:** This involves the creation of conducive educational environment which in turn motivates the learner’s interest consciously and sub-consciously. Interesting things like pictures, models, books and so on makes teaching and learning more effective
- c. **Teaching Facilitates Changes in Skills, Knowledge and Attitudes:** Teaching is aimed at bringing about the right changes in the behaviour of the learner that should contribute to better living which is manifested by acquiring desired new knowledge, skills, habits, attitudes and interests.
- d. **Teaching Entails Active, Pupil/Student Involvement and Participation:** A good teacher should be aware that learners have a right to participation in learning and should enjoy all the activities taking place in the classroom. Therefore students must be actively involved in the teaching and learning processes.
- e. **Learners’ Individual Differences Should be taken into Cognizance:** A good teacher needs an understanding of learners’ individual capabilities in order for teaching and learning to be effective. The teacher should know when to provide assistance, how to relate contents, sequence capabilities and apply particular teaching methods so as to arouse genuine interest in the learner and be able to help the learner to develop.
- f. **Use of Instructional Materials:** A good teacher will always ensure the use of instructional materials. This is because pupil/students learn better when they use

their sense organs. Based on this reason when instructional materials are lacking, it is the duty of the teacher to improvise.

- g. **Dress Code and Mannerism:** 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.
- h. **Classroom Management and Control:** A good teacher should be able to manage his or her class well in order for teaching and learning to take place in the most effective way.

The classroom teacher is charged with a lot of functions to perform in the teaching and learning process. One of the most challenging functions of the classroom teacher is classroom management and control. A teacher's effectiveness in teaching is assessed by his ability to use varied classroom management techniques to control students towards effective and meaningful learning during instruction. Meaningful teaching and learning cannot be achieved in a classroom environment characterized by noise making and other distractions by pupils or students. The academic performance of pupils of a particular classroom can be attributed to a teachers' ability to manage and control the classroom during instruction. Oyira (2016) reports that the variables that measure the classroom learning environment as perceived by pupils actually predict their attitude towards schooling and academic performance.

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 behaviour by some pupils. The term also implies that the prevention of disruptive behaviour, is possibly the most difficult aspect of teaching for many teachers. Classroom management is a complex set of articulate behaviour which the teacher uses to establish and maintain conditions to enable learners achieve instructional objectives efficiently. Brown (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".

Concept of Effective Teaching

Teaching effectiveness to this end has been conceptualized as a multidimensional construct which measures a variety of different aspects of teaching such as; subject mastery, effective communication, lesson preparation and presentation. Oyetunde (2014) views effective teaching as a deliberate and planned activity. It is purposeful (goal-oriented), coherent (structured), meaningful (bridges the gap between the known as unknown). What all these mean is that effective teaching consists of helping students to acquire, use knowledge and learn to think and solve problems.

According to Azubuike (2013), for teaching to be effective, a teacher must use a variety of productive methods, materials and teaching strategies. The author adds that a teacher who does that is always a friend to the students, because his or her lesson periods are usually interesting, eventful and sufficiently motivating to the learners who look forward to his or her lessons with enthusiasm. Furthermore, Maduwesi and Aboho (2006) observe that for teaching to be effective, the teacher should possess through knowledge of the subject matter, have the ability to demonstrate the competence in communicating that knowledge of subject matter to the students, he or she should also demonstrate ability to apply a variety of teaching methods to achieve

his or her instructional purposes in the class. In addition, these authors opine that the teacher must possess a good understanding of his or her class – the ability and levels of the students; and the ability to inspire interest to learn, think and solve problems. It takes a resourceful and friendly teacher to sustain learning interest in learners for considerable time and to effectively teach students to learn and perform well in a subject, particularly Social Studies.

Concept of Classroom Management

There are several definitions of classroom management. Classroom management can be defined as the orderly control of students, the class environment and teaching materials in order to obtain the desired learning objectives which can enhance the academic achievement of students. 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 programmes 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. Evertson and Weinstein (2016) refer to classroom management as the actions teachers take to create a supportive environment for the academic and social emotional learning of students. According to Brophy (2016).

“Classroom management refers to actions taken to create and maintain a learning environment conducive for successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students’ attention to lessons and engagement in activities)”.

All the definitions emphasize the importance of actions taken by the teacher to facilitate learning among the students. Oyetunde (2008) notes that effective teaching and learning can only take place in a well-managed classroom. Oyetunde further asserts that effective classroom management depends solely on a teacher’s ability to minimize disciplinary problems and promptly control them when they occur. Igbacha (2012) too notes that classroom management is an inseparable part of instruction and can only be achieved through professional teachers who have the skills to influence to a great extent the ways and means by which instructional objectives are achieved in the class.

Ways of Achieving Effective Classroom Management and Control

The art of classroom management encompasses all the functions of a classroom teacher in instructional procedure. A good classroom manager is a teacher who has the skills to influence to a great extent the ways and means by which instructional objectives are

achieved in his class. The level of influence by teachers differs from one teacher to another depending on the level of management skills acquired by each teacher. To achieve effective classroom management and control therefore; 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 favouritism 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 behaviour. The characteristics of a teacher has great influence on the shaping of the behaviour of students and on their participation in the teaching-learning process.

Some of the desirable behaviours a teacher can adopt to be effective in controlling his class includes:

- Basic needs of the students should be properly gratified
- He should be humane with his students. By being courteous, a teacher can exercise a positive influence on the functioning of his classroom.
- Teachers should always assume the role of a guide and not of a critic.
- He should establish a productive classroom atmosphere from the start by means of a good organization and planned teaching structures.
- He should include a variety of learner activities in his lesson to always keep his students busy. Attention is more likely when teaching-learning provides learners with opportunities to apply their skills.
- The teacher should be a master of his subject to be able to convince, reinforce and stimulate the students to participate actively in the lesson since idleness in the classroom can lead to disciplinary behavior.
- The teacher should respect the views, rights, worth and dignity of his students in matters that concern them.
- Fairness in punishment-punishment should not be given to students under anger. Punishment must be commensurate with the student's offence, and the offender should be made to understand the reason for his punishment.
- Consistency in Discipline-Do not be strict with discipline today and slack tomorrow. Be consistent, just and fair.

According to Adzongo (2018) a teacher can achieve good classroom management through the following ways:

- 1 **Seats and Sitting Arrangements:** The desk/chairs, tables etc. should be orderly and neatly arranged with space in between seats to create room for easy movement for both a teacher and students. The arrangement of students should be such that short ones are in front and taller ones at the back except in special cases like students with short sightedness and impaired hearing or otherwise. A teachers table

should be at a corner where he or she will be able to observe and watch every activity in and outside the classroom.

- 2 **Classroom Beautification:** The teacher can beautify the classroom by decorating it with flowers and pictures of some instructional materials and attractive work drawn by students. He can also encourage classroom neatness by providing a trash can for disposal of waste and paper.
- 3 **Cognizance of Various Background and Individual Difference in Students Behaviour:** A teacher needs to understand that students are from various backgrounds and require different treatment, if a teacher wants to be effective in instruction. Some may need more attention than others and still some may learn faster than others.
- 4 **Good Class Control:** A teacher with the help of the class monitors must perpetuate some act of control over noise, indiscipline and other disorders in the classroom by being firm and at the same time flexible when the need arises. This will enable students to be conscious in their activities in the classroom and observe thus.
- 5 **Good Instructional Preparation:** Any teacher who wishes to be effective in giving instruction or teaching and in attainment of good classroom management must follow the trend with some of the functions of an educational manager that include:
 - **Planning:** Here a teacher needs to plan his lessons before hand and identify different ways by which to achieve the behavioural objectives.
 - **Organizing:** The teacher ensures that his lessons proceed smoothly and at a good pace. And that he is working together with his students towards set goals.
 - **Directing:** This involves influencing students through a teacher by asking leading questions so that students can be motivated to contribute towards achieving stated objectives.
 - **Controlling:** A teacher measures and corrects students to ensure that discipline and order are maintained in the classroom. This will enhance teaching and learning.
 - **Coordination:** This is the ability of the teacher to bring together all the activities in the school towards achieving behavioural objectives and the school goals.

Concept of Quality Education

The concern over quality education was first raised during the United Nations conference held in Jomtien, Thailand in 1990 that resulted in the "Declaration on Education for All and a Framework for Action to meet basic learning needs". The conference noted that provision of education at the time was deficient in terms of quantity, quality and relevance. It has been further described that quality of education is the process of evaluating the quality of an educational system which entails analyzing first and foremost: (a) the extent to which the products or the results of the education provided (the knowledge, skills and values acquired by the students) meet the standards stipulated in the system's educational objectives; and (b) the extent to which the knowledge, skills and values acquired are relevant to human, environmental conditions and needs. The quality of education should take into account such determinants as provision of teachers, buildings, curriculum, equipment, textbooks, and the teaching process. The UN conference opted for a three dimensional composition of the quality of education comprising the quality of human and material resources available for teaching (inputs), the quality of teaching practices (process) and the quality of results (outputs and outcomes). Ndabazinhle (2004) also defines quality

education as the total effect of the features of the process or service on its performance or the customer's, or client's perception of that performance.

Teaching Characteristics and Activities

Teachers enter the teaching profession to impart their knowledge and make a difference in a young persons' life. Teachers want students to succeed. The way this knowledge is imparted on a student will be dramatically different from one teacher to another. Being an effective teacher is not achieved instantly or "overnight", but simply by continual improvement and reassessing processes to achieve successful results. Within the classroom, teachers need to apply many practices to enable students to learn effectively and achieve maximum potential. Some of the characteristics include:

Implementation of Lessons: For students to achieve their maximum learning potential, teachers must implement and deliver effective lessons. Students will learn if the plan is motivating and interesting. Teachers must therefore match teaching strategies to the learning plan objectives. An effective teacher is one who reflects on their knowledge of how best to develop a lesson plan that is engaging and exciting, and deliver the appropriate knowledge in the best possible way to the student. An effective lesson plan may reflect a number of teaching characteristics delivery of teaching and learning strategies, behaviour management and the classroom environment.

Establishing Positive Relationship: To be an effective teacher, a teacher must establish strategies for students to feel some sense of belonging within the classroom. Providing a positive and inclusive learning environment enables students to feel safe and secure. Students with this sense of belonging are more likely to respond with appropriate behaviours and play an active part in class participation rather than against a teacher. A positive relationship must be formed between a teacher and students. To establish this relationship, respect from student must be gained. To gain this respect however, a teacher must first show respect, students must feel accepted and their contributions valued. The teacher must show a positive and genuine concern in students' interests and display positive affirmations and recognition of students' contribution, not dismissal even if the answer to a question is incorrect. A genuine greeting by a teacher after an absence is one example of how to encourage students. (Whitton, Sinclair, Barker, Nanlohy, & Noswothy 2010).

Adequate Provision of Learning Materials: A number of classroom environment factors influence the successful learning of students and are important for effective teaching. Consideration of: desk and furniture placements; accessibility of high traffic areas; floor space; reducing noise; room temperature; and seating arrangements must be given high priority and should be reviewed depending on the teaching task at hand. The classroom environment must facilitate the teaching rather than impede it. (Marsh, 2010).

The Background of the Students should be Considered: A positive learning environment results in positive classroom behaviour. A teacher must display proactive classroom management. How a student behaves and acts, is determined by the influences on his/her life, namely: family (care, stresses, parental attitudes to education), peer (social prejudices and authority), personal (personality, learning styles,

social) and school (communications, leadership), all of which have a dramatic effect on a student's behaviour (Marsh, 2010). Teachers must therefore be considerate of those influences and the effects they have within the classroom, and minimize factors which may increase the number that a student may feelings. Students will feel secure if they know the classroom is consistently a positive and safe environment.

Teaching Routines, Rules, Regulation and Communication: To provide this consistency, the teacher must establish classroom routines, rules and effective communication, by addressing behaviour expectations for a positive classroom environment and completion of classroom activities. A teacher displaying this consistency in communication and instructions, will promote students' accountability. (Whitton et al, 2010) These routines and rules may be made solely by a teacher, or in collaboration with students and therefore giving ownership to the students. A routine may be formulated for group work to show respect to fellow students example listening quietly to student comments; hands-up for questions; or for the completion of work example: completed workbooks to be placed on teachers desk (Marsh, 2010).

Teaching Methods: Active learning with constructivism, allows students to construct relationships and their own meaning through problem based learning activities. Students are encouraged through dialogue with a teacher and fellow students. This is to enable students relate new information to that of which they already have an understanding. Constructivism is the focus on maximizing the understanding of the student and progression through scaffolding and assistance. (Marsh, 2010).

Ways of Achieving Effective Classroom Management and Control

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.

How to Curtail Students Behavioural Problems

Educational theory and research, drawn from various schools of thought, philosophers and psychological perspectives have provided teachers with a multitude of principles and practices that can be used in establishing good classroom discipline (Adzongo, Shir & Hembah, 2016). They are as follows:

- 1 Keep the lessons moving right along (smooth) and avoid unnecessary slowdowns involving either over dwelling or fragmentations.

- 2 Keep your students alert by using suspense, random, recitation, mass union response and presentation of unusual materials (application of this principle will depend on the age of the students and type of subjects).
- 3 Keep your lessons interesting by introducing variety in all aspects of your classroom operations.
- 4 Pay close attention to the behaviour of your students so that you can punish the right deviants, act promptly and control major deviances.
- 5 Help student's master difficult skills and concepts.
- 6 Switch to new teaching approaches when old ones are not doing the job.
- 7 Remove from the class as many distractions as possible.
- 8 Establish effective routines for taking care of daily chores.
- 9 Help students laugh off their frustration when tension is high.
- 10 Develop visual signals to restore order.

For a teacher to be effective in his instructional roles, he or she needs to influence and motivate students through his/her good personal attributes, good classroom management and control. In the long run quality education can be achieved.

Ways Stakeholders can Support Teachers to Achieve Quality Education

Quality education is a crucial tool for improving the prospects of higher income levels for individuals and for the economic growth of nations (Onome, 2018). Quality education is the relevance of what is taught and learned to how well it fits the present and future needs of the learners in question given their particular circumstances and prospects. Quality education is therefore, the overall optimal output achieved from changes from the inputs involving student's teachers, objectives, curriculum, socio-economic, cultural and political environment in the most effective and efficient way.

The attainment of quality education is not only the responsibility of teachers. Stakeholders too have a lot to contribute through the following ways:

Provision of Resources: Stakeholders (government, PTA, Donors, Old students etc) can provide human and material resources. The introduction of new technologies could go a long way in developing student's capacity for logical and critical thinking thereby enhancing quality education.

Good salaries: Sincethe teacher has an imperative role to play in providing quality education, it has become necessary that teachers have appropriate salary. Fredrickson, Fumador and Nyoagbe (2014) say that "the general picture is that few teachers manage on their salary to the end of their month when all basic costs are paid, there is nothing left and in many cases, the salary has already disappeared before the costs are paid, this is such that most teachers have to look for additional income and have little time left to concentrate on their jobs." Academic Staff Union of Universities (ASUU) has confirmed the above statement with the slogan "My take home pay cannot take me home". The government and all stakeholders in education need to address this pathetic situation of teachers if their aim is to provide quality education in the Nigerian society.

Developing the Teacher Professionally: In Nigeria today a good number of teachers do not have the least teacher's qualification or training in methodology, practice and the area of curriculum. However, professional development of teachers is vital towards the achievement of quality education.

Teacher Motivation: Motivation is the act of stimulating somebody to do something that involves hard work and effort. The government can motivate teachers through improved conditions of service and general improvement of teachers' status.

Conclusion

It is an indisputable fact that there is a strong link between teaching, teachers' motivation, classroom management and quality education. Government and all authorities should allow teachers' participation in formulation of educational policies.

Lastly, moral and material support if given to teachers will go a long way in boosting their morale and enhancing the provision of quality education since education is the "bedrock" for development. Nigerias' quality of education is unlikely to experience significant progress because of several factors that hinder improvement; poor pedagogical content knowledge dilapidated structures teacher absence, irrelevant and unresponsive curricula (Onome, 2018).

Recommendations

From the conclusion, this paper recommends that:

- Nigeria needs as a matter of urgency to focus on more funding to achieve provision of quality education.
- Improve teaching standards by embarking on regular intensive training and retraining of teachers in pedagogy.
- Acknowledge and address the need for teacher training in classroom management and control.

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