

Assessing the Impact of Supportive and Corrective Classroom Management Strategies in Upper Basic Education Level of Abakaliki Education Zone in Ebonyi State of Nigeria

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Abstract

In recent times, teaching has evolved from the old missionary approach that was teacher-centered. Teaching has a new approach which is learner-centered, where the learner is given credit with some knowledge and skill. Thus, the teacher now only guides, facilitates, motivates, and allows room for interaction. This study was initiated because it has been noticed that most teachers in Upper Basic Education level in Abakaliki Education zone in Ebonyi State do not have adequate training and experience in classroom management to address the problems of disruptions in the classroom. This study aims to address the question on why class management strategies are not employed in the management and control of the classroom by teachers to ensure effective teaching in upper basic education level in Abakaliki Education Zone in Ebonyi State of Nigeria. The study equally aims to determine the effects of supportive and corrective classroom management strategies for the teaching of business studies in the upper basic education level of the Abakaliki Education Zone by male and female teachers. A descriptive survey research approach was deployed on 61 business education secondary school teachers in Abakaliki Education zone. The findings revealed that supportive and corrective classroom management are effective in teaching upper basic education level students. The study also shows that there is no statistically significant difference in the mean ratings of male and female business studies teachers on the extent that corrective and supportive classroom management strategies affect the effective teaching of business studies in selected schools.

Key words: supportive teaching, corrective teaching, classroom management, learner-centered teaching

Background of the Study

The classroom represents the environment where teaching and learning take place. The classroom is the powerhouse in which the success or failure of the teaching and learning processes is generated and sustained (Jones and Jones, 2012). Since effective teaching and learning cannot be achieved in a mismanaged classroom, the most essential activity in a typical school environment is the ability to organize classroom activities and manage the behaviors of students. Teachers have the responsibility of organizing classroom activities and managing students' behaviors in schools (Al-Zu'bi, 2013). He stated that as individuals or groups of individuals, teachers hold a very important position in the educational sector and so they need certain classroom management strategies to enable them to manage students' behavior and ensure the maintenance of high standards in schools. Teacher must have working classroom management strategies to be an effective educator. Having a classroom management strategy enables teachers to organize, interpret and control what is happening in the classroom. This informed why Mwaniki, (2012) defined classroom management strategies as the body of skills and competencies that a teacher manifests in directing the affairs of the classroom organization. Similarly, Al-Zu'bi, (2013) described classroom management strategies as the techniques and strategies through which a teacher plans, controls and directs the activities of the classroom organization.

On the other hand, management is an important aspect of every organization. Amesi and Sobere, (2019) defined management as the coordination of the resources of an organization through the process of planning, organizing, directing, and controlling all energies aimed at recording achievement of the organizational goals. Management in the classroom refers to issues of supervision, the act of handling or controlling the classroom activities successfully. Teachers take action to create an environment that supports and facilitates both academic and non-academic learning (George et al, 2017). They argued the ability of the classroom teachers to exercise a reasonable degree of control over students' behaviors in the classrooms depends on the teachers' knowledge and level of classroom management. Classroom management is the process by which teachers and schools create and maintain appropriate behavior of students in classroom settings. The purpose of implementing classroom management strategies is to enhance prosocial behavior and increase student academic engagement (George et al, 2017, Amesi and Sobere, 2019). Effective classroom management principles work across almost all subject areas and grade levels (Deb, 2018). He defined Classroom management as those actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning. Teachers' involvement and cooperation in classroom activities help to foster and establish a productive class environment. It is based on this that Jones and Jones, (2012) defined classroom management as the arrangement of students and grouping of activities into units to make for effective teaching and learning. To achieve effective teaching and learning, teachers have to exercise a high degree of control and employ strategic classroom management actions.

According to Okolocha and Oyeneke (2013), Business Studies equip its recipients with personal skills, consumer skills, and knowledge for clerical and managerial abilities needed to adapt to changing economic and business realities and these skills make the recipients wealthy and job creators rather than wealthy and job seekers. According to Onajite, (2016), Business Studies comprise either preparation for management and general business or a detailed focus on a specific area. Business Studies is a dynamic course that prepares students for the challenges of the 21st century by introducing them to the world of business.

However, one of the reasons why teachers in our upper basic classes sometimes find it difficult to deliver effective teaching during classes is because of the nature of the classroom. To that effect, the inability of the teacher to employ a suitable classroom management strategy can hinder the learner from understanding what was taught in the class. Effective teaching and learning can take place when a student is properly guided by the teacher by way of employing appropriate classroom management strategies through which his teaching could be meaningful and effective.

According to Igwe (2014), Supportive strategy is the category of classroom management strategies that enable the classroom teacher(s) to regulate students' activities, monitor the behavior of students, and helps for effective teaching and learning. Exploring on the makeup of the aforementioned category of class management strategies. Brown (2013) defined Supportive classroom management strategies as designed to be implemented once you suspect that students are wandering off task. He further explains that it involves changing actions during the lesson as a way of supporting student learning. Effective or "with-it" teachers can identify signs of restlessness and respond when students become agitated or disengaged. According to Amesi, Akpomi, and Amadi (2014), the supportive component of classroom management focuses on promoting and teaching responsible behavior.

They noted that when students are acting responsibly, it directly affects teaching: When students are more responsive, there are fewer distractions, and there is more cooperation. The supportive strategies focus on positive behavior, resulting in less need for corrective interventions (Brown, 2013; Nwokoro et. al, 2020).

Another strategy is the Corrective classroom management strategies and as the name goes involves the final resort for teachers; they aim to correct inappropriate or undesirable behavior in the classroom as it occurs. Eliamani, Mghweno, and Baguma, (2014) define it as a way of disciplining students when there is a serious violation of the class/school rules or major disruption. According to them, this implies the use of coercive power when all the other approaches fail. This method is the application of consequences and it should be the last option and not the first (Anitra, 2013). Before taking corrective action, the student concerned should be given sufficient warning that the teacher has decided to take up since the student did not respond to earlier persuasive models (Eliamani et al, 2014). With these aforementioned strategies, a Business Studies teacher can only carry out his or her task effectively by employing these different strategies during the teaching-learning process for effective classroom management and effective teaching of business studies (Abiara, Nwokoro and Chima, 2019). The researcher, therefore, deems it necessary to determine the classroom management strategies for effective teaching of business studies in the upper basic education level of Abakaliki Education Zone in Ebonyi state of Nigeria.

Purpose of the Study

The purpose of the study is to determine whether supportive and corrective classroom management strategies it is the most effective strategies for the teaching of business studies in the upper basic education level of Abakaliki Education Zone.

Specifically, it aimed at:

1. Determine the extent to which supportive classroom management strategies influenced effective teaching of business studies in the upper basic education level of Abakaliki Education Zone.
2. Determine the extent to which corrective classroom management strategies influenced effective teaching of business studies in the upper basic education level of Abakaliki Education Zone.

Significance of the Study

The findings of this study will benefit the following stakeholders:

Practically, this study will benefit the school administrators, teachers, secondary school students, and future researchers. The findings of this study will help school administrators to gain a clearer insight into the class management strategies especially, the extent of its use and areas that need retraining.

Teachers will also benefit from the findings of the study because; it will help them to understand better classroom management strategies that promote effective teaching in classes.

The findings of this study will benefit the secondary school students because; when teachers are aware of the various classroom management strategies needed for assuring effective teaching and learning in schools, they will utilize these strategies to enhance teaching and learning, thereby helping students to learn more and their aspirations realized.

Lastly, the result of this study will be of importance to future researchers who may wish to carry out studies relating to the problem under study. Future researchers will benefit from this work when they consult this study as a source of literature review.

Research Questions

To guide this study, the following research questions were addressed.

1. To what extent does supportive classroom management strategy influence effective teaching of business studies in the upper basic education level of Abakaliki Education Zone?
2. To what extent does corrective classroom management strategy influence effective teaching of business studies in the upper basic education level of Abakaliki Education Zone?

Hypotheses

The following hypotheses were formulated and will be tested at (0.05) level of significance.

Ho₁: There is no significant difference in the mean ratings of male and female business studies teachers on the extent supportive classroom management strategies influence effective teaching of business studies in the upper basic education level of Abakaliki Education Zone?

Ho₂: There is no significant difference in the mean ratings of male and female business studies teachers on the extent corrective classroom management strategies influence effective teaching of business studies in the upper basic education level of Abakaliki Education Zone?

Methodology

The research methodology adopted for this study is discussed under the following subheadings namely; design of the study, area of the study, the population of the study, sample and sampling technique, the instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

Research Design

This study is a descriptive survey research design that aims at investigating supportive and corrective management strategies as effective for teaching of business studies in the upper basic education level of Abakaliki Education Zone. Descriptive survey design, according to Creswell, (2014) is a study in which a group of people or items are studied by collecting and analyzing data from a few people or items considered to be a representative of the entire group. Similarly, Creswell (2014) defined descriptive survey design as a type of study which aims at collecting data on and describing systematically, the characteristics, features, 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 area of the study is the Abakaliki Education Zone of Ebonyi State. The Abakaliki education zone is made up of four (4) local government areas namely: Abakaliki, Ebonyi, Izzi, and Ohaukwu Local Government Area Councils and sixty-one (61) public secondary schools. Abakaliki education zone is generally populated by the Igbo people. The inhabitants of this are mainly civil servants and few traders, farmers, and artisans: Abakaliki education zone lies at the intersection of the Enugu, Afikpo, and Ogoja Roads

Study Population, Sample and Sampling Techniques

The population of the study is 61 Business studies teachers selected from each of the 61 public secondary schools in the Abakaliki education zone. The population was chosen because Business studies teachers at the upper basic education level are in the right position to respond to classroom management strategies for effective teaching of business studies in the upper basic education level of Abakaliki education zone.

The entire population was used for the study due to its manageable size making the sampling technique unnecessary.

Instruments for Data Collection

The instrument used was a structured questionnaire titled classroom management strategy questionnaire (CMSQ) designed to collect data from 61 Business Studies teachers. The questionnaire was divided into two parts.

Part 1 was designed for demographic data of the respondents, while part 2 contained a total of 28 items structured into four sections (A, B, C, D,) according to the research questions.

Section A has 7 items that were used in collecting data to analyze the extent to which cognitive classroom management strategy is adopted by Business Studies teachers' for effective teaching of business studies in the upper basic education level of Abakaliki Education Zone.

Section B has 7 items that were used in collecting data to analyze the extent to which preventive classroom management strategies are adopted by Business Studies teachers' for effective teaching of business studies in the upper basic education level of Abakaliki Education Zone.

Section C has 7 items that were used in collecting data to analyze the extent to which supportive classroom management strategies are adopted by Business Studies teachers for the teaching of business studies in the upper basic education level of Abakaliki Education Zone. Section D has 7 items that were used in collecting data to analyze the extent to which corrective classroom management strategies are adopted by Business Studies teachers' for teaching business studies in the upper basic education level of Abakaliki Education Zone.

The response options of Very High Extent (VHE), High Extent (HE) Low Extent (LE) Very Low Extent (D) were used. The value of the response options real limits of the mean was used. Therefore, any item with a mean between 4.00-3.50 was regarded as very high extent 3.49-2.50 high extent 2.49-1.50 low extent 1.49-1.00 very low extent. Any mean above the criterion mean of 2.50 was regarded as high extent while any item below 2.50 was regarded as low extent. These items were structured to provide answers to the research question formulated for the study.

Validation of the Instrument

The instrument was face validated by three experts. Two persons in the business education department and one person in measurement & evaluation from Enugu State University of science and technology Enugu validated the instrument to determine its adequacy, appropriateness for the study, and content. The advice and criticism of these experts, their corrections were used in the modification of the instrument.

Reliability of the Instrument

The reliability of the instrument was determined by administering copies of the questionnaire to a sample of 20 business studies teachers in the upper basic education level in Enugu State. The reason for using these business studies teachers in the upper basic education level in Enugu State is because that the schools in Nigeria run the same curriculum regulated by Universal Basic Education Board and outside my respondents. Data collected from the respondents were analyzed using Cronbach Alpha co-efficient to determine the internal consistency of the instrument. The Cronbach Alpha was used because the items on the questionnaire do not have True or False answers.

The instrument was divided into four sections. The sections yielded the following reliability coefficients; section A had 0.76, section B had 0.78, section C had 0.74, and section D had 0.82. The grand coefficient was 0.72, indicating that the instrument was reliable for use in data collection.

Data Collection Methods

A total of 61 copies of the questionnaire were administered to the respondents with the help of five research assistants briefed by the researcher on the content of the questionnaire and its administration to ensure that the questionnaire is properly administered, filled, and retrieved. The instrument was retrieved immediately after they have been properly filled by the respondents to avoid bias and respondents who were not able to complete the questionnaire items on the spot were followed up through phone calls to ascertain when to return for collection within one week. Out of 61 copies of the questionnaire distributed 60 were properly filled, returned, and used for data analysis representing a 99% return rate.

Data Analysis Technique

The data collected from the respondents were analyzed using the weighted mean and standard deviation. The mean was used to answer the research questions while the standard deviation was used to check the homogeneity of their responses. The t-test was used to test all the null hypotheses at the (0.05) level of significance and the appropriate degree of freedom.

Decision Rule: The decision rule was based on the principle of the lower and upper limit of the mean, thus;

Very high Extent (VHE) 3.50-4.00

High Extent (HE) 2.50-3.49

Low Extent (LE) 1.50-2.49

Very Low Extent (VLE) 1.00-1.49

The null hypothesis was significant where the probability value was less equal to .05 significant levels at an appropriate degree of freedom; otherwise, the null hypothesis was not significant.

Data Analyses and Results

The data analyses present the results of the data analyses based on the two research questions and the two null hypotheses that guided the study. Tables are used in presenting the results. The research questions were answered using mean scores and standard deviation. The hypotheses were tested using t-test at (0.05) level of significance.

Research Question 1

To what extent does a supportive classroom management strategy influence the effective teaching of business studies in the upper basic education level of Abakaliki Education Zone?

The data for answering the above research question are presented on Table 3 below

Table 3: Mean ratings of business studies teachers on extent supportive classroom management strategy influence the effective teaching of business studies in the upper basic education level of Abakaliki Education Zone?

S/ N	ITEMS: extent supportive classroom management strategy influence the effective teaching of business studies includes:	VHE (4)	H E (3)	LE (2)	VLE (1)	N	$\sum F_i$	\bar{x}	Decision
15	Showing interest in their work, engaging them with questions and comments promotes effective teaching of business studies.	8	24	24	4	60	156	2.6	HE
16	Using subtle, non-verbal cues such as eye contact and head shaking promotes effective teaching of business studies.	5	23	27	5	60	148	2.47	LE
17	Using physical proximity to students as a way of getting them back on task promotes effective teaching of business studies.	10	32	15	3	60	169	2.82	HE
18	Providing suggestions when they become stuck on a question or a task promotes effective teaching of business studies.	6	9	35	10	60	131	2.18	LE
19	Giving small challenges for them to rise to, e.g. “how much of this sheet can we finish by recess, promotes effective teaching of business studies.	9	21	30	-	60	159	2.65	HE
20	Scaffolding your lessons to their ability, and changing teaching strategies when necessary promotes effective teaching of business studies.	10	37	10	3	60	174	2.90	HE
21	Going round the classroom in between the lines and rows of the students, seating arrangements promotes effective teaching of business studies.	20	31	9	-	60	191	3.18	HE
	Overall Mean							2.69	

Source: Field Survey, 2021

Data presented in Table 3 above shows the mean ratings of business studies teachers on the extent supportive classroom management strategy influence the effective teaching of business studies in the upper basic education level of Abakaliki Education Zone. Based on the data in Table 3, the business studies teachers rated a high extent on items 15, 17, 19, 20 and 21 indicating that supportive classroom management strategy such showing interest in their work, engaging them with questions and comments; using physical proximity to students as a way of getting them back on task; giving small challenges for them to rise to; scaffolding your lessons to their ability, and changing teaching strategies when necessary and going round the classroom in between the lines and rows of the students, seating arrangements during classes has a high effect on effective teaching of business studies. However, with items 16 and 18 rated low extents, this means that using subtle, and non-verbal cues such as eye contact and head shaking and providing suggestions when they become stuck on a question or a task has a low effect on effective teaching of business studies. Summarily, the overall mean rating of (2.69) indicates that generally, supportive classroom management strategy has a high effect on effective teaching of business studies in the upper basic education level of Abakaliki Education Zone.

Research Question 2

To what extent does a corrective classroom management strategy influence the effective teaching of business studies in the upper basic education level of Abakaliki Education Zone?

The data for answering the above research question are presented on Table 4 below

Table 4: Mean ratings of business studies teachers on extent corrective classroom management strategy influence the effective teaching of business studies in the upper basic education level of Abakaliki Education Zone?

S/N	ITEMS: The extent corrective classroom management strategy influence the effective teaching of business studies includes:	VHE (4)	HE (3)	LE (2)	VLE (1)	N	$\sum FX$	\bar{x}	Decision
22	Intervening when a student breaks a class rule or agreement promotes effective teaching of business studies.	21	32	7	-	60	194	3.23	HE
23	Discussing students' actions calmly and respectfully promotes effective teaching of business studies.	4	12	34	10	60	130	2.17	LE
24	Not raising your voice, or 'backing students into a corner promotes effective teaching of business studies.	-	20	26	14	60	126	2.1	LE
25	Having clear repercussions for misbehavior and adhering to them promotes effective teaching of business studies.	21	32	4	3	60	191	3.18	HE
26	Retaining your composure, not arguing with students, and following the rules set down previously promotes effective teaching of business studies.	17	35	4	4	60	185	3.08	HE
27	Having a consistent and logical approach in class promotes effective teaching of business studies.	10	22	22	6	60	156	2.6	HE
28	Engaging in a verbal altercation with a student promotes effective teaching of business studies.	-	5	10	45	60	80	1.33	VLE
	Overall Mean							2.53	

Source: Field Survey, 2021

Data presented in Table 4 above shows the mean ratings of business studies teachers on the extent corrective classroom management strategy influence the effective teaching of business studies in the upper basic education level of Abakaliki Education Zone. Based on the data in Table 4, the business studies teachers rated a high extent on items 22, 25, 26 and 27 indicating that corrective classroom management strategy such as intervening when a student breaks a class rule or agreement having clear repercussions for misbehavior and adhering to them; retaining your composure, not arguing with students, and following the rules set down previously; having a consistent and logical approach during classes has a high effect on effective teaching of business studies. However, with items 23 and 24 rated low extents, this means that discussing students' actions calmly and respectfully and not raising your voice, or 'backing students into a corner has a low effect on effective teaching of business studies. Also, item 28 was rated very low extent which that engaging in a verbal altercation with a student has a very low effect on effective teaching of business studies. Summarily, the overall mean rating of (2.53) indicates that generally, corrective classroom management strategy has a high effect on effective teaching of business studies in the upper basic education level of Abakaliki Education Zone.

With reference to research question one which dealt with reference to supportive classroom management strategy and the effective teaching of business studies, the respondents share the view that supportive classroom management strategy promotes effective teaching of business studies in the upper basic education level of Abakaliki Education Zone. According to their response, supportive strategies such as showing interest in their work, engaging them with questions and comments; using physical proximity to students as a way of getting them back on task; giving small challenges for them to rise to promotes effective teaching of business studies. This finding agrees with the work of Brown (2013), who found that the more teachers share with students the supportive strategies and their purpose and rationale, the more effectively the students will learn responsible behaviors. Similarly, Dana and Emily (2017) findings agree with this study's findings as they found that maintaining eye, contact with every one of the students in the classroom, going round the classroom in between the lines and rows of the students, seating arrangements, and occasionally questioning some of the students at random leads to effective learning. Discussing the accompanying hypothesis, hypothesis three was accepted as postulated. The acceptance of this hypothesis is not surprising since the business studies teachers are active players in teachers' classroom management strategies hence the uniformity in their view about how supportive classroom management strategies help teachers achieve effective teaching. Their knowledge of this is expressed by their independent opinions as presented on Table 1.

Looking at the research question two, the business studies teachers used for the study are of the view that teachers perceive corrective classroom management strategy as a vital classroom management strategy that enable teachers deliver an effective teaching of business studies. According to them, intervening when a student breaks a class rule or agreement having clear repercussions for misbehavior and adhering to them; retaining your composure, not arguing with students, and following the rules set down previously; having a consistent and logical approach during classes contributes to effective teaching of business studies. Also, the findings show that discussing students' actions calmly and respectfully or not raising your voice, or 'backing students into a corner and engaging in a verbal altercation with a student could slow effective teaching. Discussing the accompanying hypothesis, hypothesis four was accepted as postulated. The acceptance of this hypothesis is so because the business studies teachers are active players in teachers' classroom management strategies and are therefore in the best position to know how corrective classroom management strategies help teachers achieve effective teaching. Their knowledge of this is expressed by their independent opinions as presented on Table 2.

Summary of Findings

1. Supportive classroom management strategy has a high effect on effective teaching of business studies in the upper basic education level of Abakaliki Education Zone
2. Corrective classroom management strategy has a high effect on effective teaching of business studies in the upper basic education level of Abakaliki Education Zone.
3. There is no statistically significant difference in the mean ratings of male and female business studies teachers on the extent supportive classroom management strategies affects the effective teaching of business studies in the upper basic education level of Abakaliki Education Zone.
4. There is no statistically significant difference in the mean ratings of male and female business studies teachers on the extent corrective classroom management strategies affects the effective teaching of business studies in the upper basic education level of Abakaliki Education Zone.

Recommendations

In the light of the findings, and the educational implications of the study, the researcher makes the following recommendations

1. Teacher education institutions should pay more attention to imparting classroom management strategy skills on teacher-trainees.
2. School principals should supervise teachers' classroom activities more closely to ensure that teachers employ appropriate classroom management strategy while teaching.
3. Conference, workshops, seminars, and other in-service programmes should be regularly organized for teachers to acquaint them with latest innovations in classroom management.
4. Teacher's classroom management skills should be improved to facilitate effective teaching and learning and ensure that students achieve the purpose of education.

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