

TEACHERS' CLASSROOM MANAGEMENT STRATEGIES AND ISLAMIC STUDIES SENIOR SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN ILORIN EAST, NIGERIA

(Strategi Pengurusan Bilik Darjah oleh Guru dan Prestasi Akademik Pelajar Sekolah Menengah Pengajian Islam di Ilorin Timur, Nigeria)

***Abdulganiyu, Salman Sebutu¹, ISSA, Muhammad-Jamiu²**

Submitted: 07-Jul-2021
Accepted: 04-Dec-2021
Revised: 30-Dec-2021
Published: 31-Dec-2021

¹Department of Arts Education,
University of Ilorin,
Ilorin, Nigeria.

²Department of Arts Education,
Kogi State University,
Kogi State Nigeria.

*Corresponding author's email:
abdulganissebutu@gmail.com

Abstrak

Management is the bedrock of classroom effectiveness; without it, effective learning is usually disrupted. Therefore, to bring the fore the indispensability of management, the researcher investigated teachers' classroom management strategies and Islamic Studies senior secondary school students' academic performance in Ilorin East, Kwara State, Nigeria. All the twenty-eight (28) public senior secondary schools in Ilorin-East were used for the study. A total number of four hundred and twenty (420) Islamic Studies students were sampled for the study. Random sampling technique was used to select fifteen (15) Islamic Studies students from each of the schools. Teachers' Classroom Management Strategies and Students' Academic Performance Proforma were used to collect data from the respondents. Four research hypotheses were formulated for the study and data collected were analyzed using Pearson Product-Moment Correlation Statistics. The findings revealed that there was a significant relationship between teachers' classroom management strategies and Islamic Studies senior secondary school students' academic performance. The challenges facing teachers' classroom management strategies and Islamic Studies senior secondary student's academic performance are identified. Based on the findings, it was recommended among others that Kwara State Ministry of Education and Human Capital Development should regularly provide instructional resources for senior secondary schools, while the principals should ensure that Islamic Studies teachers adequately utilise them to aid excellent performance of students in the subject. It is believed that this would assist in adjustment for effective and efficient out-Put. Schools should create management-teacher interactive forum, so that teachers can share ideas about effective ways of evaluating students during and at the end of the lesson.

Key Words: Classroom, Management, Strategies, Motivational techniques, Evaluation, Academic performance

Abstract

Pengurusan adalah asas keberkesanan bilik darjah; tanpanya, pembelajaran berkesan biasanya terganggu. Oleh itu, untuk menonjolkan keperluan pengurusan, pengkaji telah menyiasat strategi pengurusan bilik darjah seperti yang dilaksanakan oleh guru dan prestasi akademik pelajar sekolah menengah bidang Pengajian Islam di Timur Ilorin, Negeri Kwara, Nigeria. Kesemua dua puluh lapan (28) sekolah menengah tinggi awam di Timur Ilorin telah dilibatkan untuk

kajian ini. Sejumlah empat ratus dua puluh (420) pelajar bidang Pengajian Islam telah dijadikan responden untuk kajian ini. Teknik persampelan rawak telah digunakan untuk memilih lima belas (15) orang pelajar Pengajian Islam dari setiap sekolah. Proforma Strategi Pengurusan Bilik Darjah Guru dan Prestasi Akademik Pelajar telah digunakan untuk mengumpul data daripada responden. Empat hipotesis kajian telah dibentuk di dalam kajian ini dan data yang dikumpul dianalisis menggunakan Statistik Korelasi Pearson Product-Moment. Dapatan kajian menunjukkan terdapat hubungan yang signifikan antara strategi pengurusan bilik darjah guru dan prestasi akademik pelajar sekolah menengah bidang Pengajian Islam. Cabaran yang dihadapi oleh guru dalam strategi pengurusan bilik darjah dan prestasi akademik pelajar sekolah menengah bidang Pengajian Islam turut dikenal pasti. Berdasarkan penemuan kajian ini, disyorkan bahawa Kementerian Pendidikan dan Pembangunan Modal Insan Negeri Kwara harus sentiasa menyediakan sumber pengajaran untuk sekolah menengah atas, manakala pengetua perlu memastikan guru Pengajian Islam menggunakan sumber-sumber ini dengan secukupnya untuk membantu pencapaian cemerlang pelajar dalam mata pelajaran tersebut. Dipercayai bahawa ini akan membantu dalam pelarasan untuk keluaran yang cekap dan berkesan. Sekolah harus mewujudkan forum interaktif antara pihak pengurusan dan guru, supaya guru boleh berkongsi idea tentang cara berkesan untuk menilai pelajar semasa dan pada akhir pelajaran.

Katakunci: bilik darjah, pengurusan, strategi, teknik motivasi, penilaian, prestasi akademik

1.0 INTRODUCTION

Education is an essential activity of any society. It is considered as high priority whether the country is developed or underdeveloped. Nigeria, like other nations of the world, is currently undergoing developmental expansion and curricular changes in classroom management in her education system. The qualities of education in Nigerian institutions as well as the importance of the curricula have been the subject of frequent debate and public concern (Oladosu, 2010).

2.0 CLASSROOM MANAGEMENT

A classroom is a room designated for teaching and learning activities; if well managed, as a process of carrying out activities in the classroom, should include a systematic selection of objectives within the overall goals and purpose of education, and systematic development of strategies to achieve those objectives, the use of the available resources, the control of activities required to achieve the objectives, and the motivating and rewarding of the learners to learn (Durosaro, 2009). He added that teachers' strategies in classroom management are undisputedly significant since the teacher serves as a manager of all things that take place in the classroom. Therefore, the teacher needs to ensure that effective teaching and learning take place in the classroom, particularly in his human relationship and interaction with the learners. This is the most important criteria which influence effective teaching and learning process. Teacher as a manager and instructor is to guide the learners to learn both as an individual and as a group. Since the learners are different in sex, intelligence, age, physical and assimilation. To manage the class efficiently, teachers need to know how to cope with all the learners' variables including making proper provision for the exceptional learners.

More so, the concept of classroom management is broader than the notion of student control and discipline, it includes all the things teachers must do in the classroom to foster students' academic involvement and cooperation in the

classroom activities to create conducive learning environment (Umoren, 2010), More so, Morse (2012) related that classroom management involves curtailing learners disruptive behaviours such as fighting and noise making, close observation, arrangement of classroom learning materials, and response to students who suffer from poor vision, poor hearing, poor reading, poor writing, poor spelling, shame, dullness, hyperactivity and poor study habits.

Teachers view classroom control as the most difficult task in teaching. Adeyemo (2011) posited that the feeling of inadequacy in coping with problems of classroom management and the disillusionment that comes when disruptive behaviour is rampant were major causes for teachers leaving the profession after a year of two. Korpershoek, Harms, Boer, Kuijk, & Doolaard (2014) classified classroom management strategies based on their primary focus into:

- a) Teachers' behaviour-focused strategies/interventions; which focuses on improving teachers' classroom management such as keeping order, introducing rules and procedures, disciplinary interventions and hence changing the teachers' behaviour. These are both preventive and reactive interventions.
- b) Teacher-student relationship-focused strategies/interventions. The focus of the intervention is on
- c) improving teacher-student interactions, thereby building a caring, supportive relationship. These are preventive interventions.
- d) Students' behaviour-focused strategies/interventions. This aims to improving students' behaviour, for example, by improving self-control among students. Both preventive and reactive interventions are included in this category.
- e) Students' social-emotional development-focused strategies/interventions; which targets at improving students' social-emotional development, such as enhancing their feelings of empathy for one-another.

Korpershoek, et al. (2014) stressed that some classroom management programs may fit into more than one category as they are not considered to be mutually exclusive. Korpershoek et al. (2014) applied meta-analysis of the effect on students' academic, behavioural, emotional, and motivational outcomes to examined effective classroom management strategies and classroom management programs. Their results revealed no significant differences between the various groups of outcomes and they concluded that the results of the meta-analysis confirm a positive effect of classroom management interventions on students' outcomes in primary education. Similarly, Iqbal (2018) investigated classroom management and its impact on students' academic achievement: insight from the faculty, in the Kingdom of Bahrain, India and found that from the common classroom strategies, teachers have to provide awareness for instructional activities and to map and decide how to deal with the student's behavior that is unsuitable.

In a related development, Classroom management strategies therefore may be preventive or reactive (Lane, Menzies, Bruhn & Cronbori, 2011). The establishment of rules and procedures and favourable teacher -student relationships are considered preventive strategies, whereas disciplinary interventions such as giving warnings or punishments are considered reactive strategies. Although it is generally assumed that preventive strategies are more effective than reactive strategies, reactive strategies are sometimes needed to reduce disruptive or other undesired students' behaviour when preventive strategies do not work (Marzona, 2008). Ultimately, both preventive strategies and reactive strategies can be applied to the entire classroom population by discussing classroom rules or giving group detention; or to individual students by letting an easily distracted student sit alone during independent seatwork or placing a student temporarily outside the classroom when showing disruptive behaviour.

3.0 THE CONCEPTS OF STRATEGIES: MOTIVATION, LEARNING RESOURCES AND EVALUATION OF CLASSROOM ACTIVITIES

Motivation (motus, movere- to move) has been viewed variously by psychologists as the phenomena involved in a person's drives and goal-seeking; the tendencies to an activity which commences with a persistent stimulus (drive) and ends with an appropriate adjusted response, the arousal, regulation and sustaining of a pattern of behaviour; the internal state or condition that results in behaviour directed towards a specific goal (Curzon, 2001). Through motivation, students are encouraged to listen, and express themselves through answering questions, take active part in the class practice and show more commitment to the learning process and that through motivation, students are encouraged to learn and achieve the purpose of going to school. Also, proper coordinated motivational techniques by the teacher tend to stimulate learning and arouse learners' interest, curiosity and then enhance self-discovery and independent enquiry (Adepoju, (2004). Oyedeji. (2007) identified motivation as a process of arousing enthusiasm in an individual so that he can perform his duties with pleasure and high interest in pursuance of the organisational goals for a classroom situation. Adeboyeje and Afolabi (2003) that classroom evaluation helps in motivating students to learn and serves as a real stimulus to students' efforts. It is a common observation that, students tend to study harder before and during the period of assessment than when there are no forms of evaluation.

This implies that Islamic Studies students are aroused to put forth their best efforts in an efficient and effective manner in order to achieve the teaching and learning objectives.

However, Adeboyeje and Afolabi (2003) described learning resources as the instructional tools, ranging from elementary improved devices to higher complex and sophisticated machines, specially designed to help teacher cope with specific teaching needs and situations. Learning resources include books and other printed materials such as charts, pictures that can be used to teach some or all aspects of Islamic Studies such as, Hajj, solat, ablution, and other topics. Computers and other educational equipment can be used to teach Islamic Studies students in Tajweed and all other Islamic Studies related topics. The use of resources is imperative to any teacher for making the communication of his subject matter meaningful, interesting and clearer. Meanwhile, Ogunu (2000) submitted that instructional resources enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. Meanwhile, evaluation of programme, and in all ramifications, is a process of assessing or appraising the programme to find out whether or not the set goals have been accomplished. It can also be seen as a process for determining the strengths and weaknesses of a given program (Daramola, 2000).

4.0 STUDENTS' ACADEMIC PERFORMANCE

As regards academic performance, Oke (2003) submitted that it is a measure of how well students have mastered the learning tasks presented to them, the way they handle controversial issues and pass relevant judgment and level at which they pass examination. More so, Ijaya (2004) noted that academic standard refers to what students should be able to know and be able to do. It should provide explicit expectations for Islamic Studies students at each grade level along with explicit description of the content knowledge and academic skills required.

In the same vein, Oloyede (2006) asserted that students' academic performance is the main focus in the overall educational performance. Islamic Studies

students' academic performance is referred to as educational outcome of students in Islamic Studies. It is a yardstick used to determine how far an Islamic Studies student has mastered a course of study within a given period of time. Islamic Studies students' academic performance is a veritable tool that can be used to determine and predict the standard of Islamic Studies educational system in Nigeria in terms of its efficiency and effectiveness. It portrays the quality of Islamic Studies education offered in Nigeria.

Similarly, academic performance according to Umude (2010), is a measure of the ability of a learner to recall facts and information at a given time. The degree of this ability to recall learned experiences is premised on several environmental factors. Leyer cited in Uwah (2016) posited that each facet of performance provides a sample of behaviour that can be used to predict actual academic performance. Academic performance or academic achievement is the extent to which a student, teacher or institution has attained their short or long-term educational goals. It refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by teachers. Academic performance is important because it is strongly linked to positive outcomes we value.

5.0 STATEMENT OF THE PROBLEM

Discussions and debate on the best strategy a teacher can use to effectively manage the class is seemed to be very complex and remains difficult to predict. Surprisingly, little empirical research has actually been conducted on classroom management strategies, classroom evaluation and teachers' instructional techniques in senior secondary schools in Ilorin East Local Government Area of Kwara State. An instance of such works is Adeyeye (2004) who carried out a research on the comparative study on personnel manager practice in public and mission schools in Ilorin West Local Government Area, Kwara State, Nigeria. The outcomes of the study revealed that personnel management practices put in place in mission schools cannot be compared to that of public schools. The gap identified by the study is that, none of the earlier researchers focused on teachers' classroom management strategies and Islamic Studies senior secondary school students' academic performance in Ilorin East, Kwara State, Nigeria. This is the gap this study filled.

6.0 PURPOSE OF THE STUDY

Generally, this study examined teachers' classroom management strategies and Islamic studies senior secondary school students' academic performance in Ilorin East, Kwara State, Nigeria. Specifically, this study correlated:

- a) relationship between teachers' Classroom management strategies and Islamic Studies senior secondary school students' academic performance.
- b) relationship between teachers' adequate use of instructional resources and Islamic Studies senior secondary school students' academic performance.
- c) relationship between teachers' evaluation in the classroom and Islamic Studies senior secondary school students' academic performance.
- d) relationship between teachers' motivational techniques and Islamic Studies senior secondary school Islamic Studies students' academic performance.

7.0 RESEARCH QUESTIONS

The following research questions were raised to guide the study:

- a) Is there any relationship between teachers' classroom management strategies and Islamic Studies senior secondary school students' academic performance?
- b) Is there any relationship between teachers' adequate use of instructional resources in the classroom and Islamic Studies senior secondary school students' academic performance?
- c) Is there any relationship between teachers' use of evaluation in the classroom and Islamic Studies senior secondary school students' academic performance?
- d) Is there any relationship between teachers' motivational techniques and Islamic Studies senior secondary school students' academic performance?

8.0 RESEARCH HYPOTHESES

The following research hypotheses were tested in this study:

Ho₁: There is no significant relationship between teachers' classroom management strategies and Islamic Studies senior secondary school students' academic performance

Ho₂: There is no significant relationship between teachers' adequate use of instructional resources and Islamic Studies senior secondary school students' academic performance

Ho₃: There is no significant relationship between teachers' use of evaluation in the classroom and Islamic Studies senior secondary school students' academic performance.

Ho₄: There is no significant relationship between teachers' motivational techniques and Islamic Studies senior secondary school students' academic performance.

9.0 RESEARCH METHODOLOGY

The research design adopted for this study was a correlation research type. This research type allows an accurate record of what was observed between two variables so that the analysis could yield meaningful information. The population of the study consisted of all Islamic Studies students in all the twenty-eight (28) public senior secondary schools in Ilorin East, Kwara State, Nigeria, while, the target population was four hundred and twenty (420) Islamic Studies students in all the twenty eight (28) public senior secondary schools in Ilorin-east, Kwara State, Nigeria. Simple random sampling technique was used to select fifteen (15) students from each of the twenty eight (28) public senior secondary schools in Ilorin-east, Kwara State, Nigeria to arrive at four hundred and twenty (420) respondents for the study. Self-designed questionnaire titled Classroom Management Strategies Questionnaire (CMSQ) and Teachers' Classroom Management Strategies and Students' Academic Performance Proforma were used to collect data from the respondents. The measures of CMSQ were limited to teachers' adequate use of instructional resources, teachers' evaluation in the classroom and teachers' motivational techniques. In order to ascertain the validity of the instrument, the draft of the instrument was given to experts in Educational Research in the Faculty of Education, University of Ilorin, Ilorin, Nigeria for content validity. The reliability of the instrument was ascertained by administering questionnaire to fifteen Islamic Studies students that were not part of the main sample. The test retest method was used within the interval of three weeks. The two sets of

scores were analysed using Pearson Product-Moment Correlation statistic with reliability coefficient of 0.78. The result indicated that the instrument was reliable for the study.

10.0 RESULTS

10.1 Hypotheses Testing

Ho₁: There is no significant relationship between teachers' classroom management strategies and Islamic Studies senior secondary school students' academic performance in Ilorin-East, Kwara State, Nigeria.

Table 1: Teachers' Classroom Management Strategies and Islamic Studies Students' Academic Performance

Variable	N	\bar{X}	SD	df	Cal r-value	P-value	Decision
Teachers' Classroom Management Strategies	420	3.45	.26				
				428	.578	.000	Ho ₁ Rejected
Islamic Studies students' Academic Performance	420	12.40	7.86				

*Significant P < .05

Table 1 shows the calculated r-value of .578 while p-value (0.000) is less than the significance level (0.05) for 428 degrees of freedom. Therefore, the hypothesis which stated that there is no significant relationship between teachers' classroom management strategies and Islamic Studies senior secondary school students' academic performance is rejected. This finding reveals that there is significant relationship between teachers' classroom management strategies and Islamic Studies senior secondary school students' academic performance.

Ho₂: There is no significant relationship between teachers' adequate use of instructional resources and Islamic Studies senior secondary school students' academic performance in Ilorin-East, Kwara State, Nigeria

Table 2: Teachers' Adequate use of Instructional Resources and Islamic Studies Senior Secondary School Students' Academic Performance

Variable	N	\bar{X}	SD	df	Cal r-value	P-value	Decision
Teachers' Adequate Use of Instructional Resources	420	2.29	.78				
				428	.513	.000	Ho ₂ Rejected
Academic Performance of Islamic Studies Students	420	12.40	7.86				

*Significant P < .05

Table 2 shows the calculated r-value of .513 while p-value (0.000) is less than the significance level (0.05) for 428 degrees of freedom. Therefore, the hypothesis which stated that there is no significant relationship between teachers' adequate use of instructional resources and Islamic Studies senior secondary school students' academic performance is rejected. It means that significant relationship exists between teachers' adequate use of instructional resources and Islamic Studies senior secondary school students' academic performance.

Ho₃: There is no significant relationship between teachers' use of evaluation in classroom and Islamic Studies senior secondary school students' academic performance.

Table 3 : Teachers' Use of Evaluation in Classroom and Islamic Studies Students' Academic Performance

Variable	N	\bar{X}	SD	df	Cal r-value	P-value	Decision
Teachers' Use of Evaluation in the Classroom	420	2.51	.74				
				428	.544	.000	Ho ₃ Rejected
Academic Performance of Islamic Studies Students	420	12.40	7.86				

*Significant P < .05

Table 3 shows the calculated r-value of .544 while p-value (0.000) is less than the significance level (0.05) for 428 degrees of freedom. Therefore, the hypothesis which stated that there is no significant relationship between teachers' use of evaluation in the classroom and Islamic Studies senior secondary school students' academic performance is rejected. This implies that there was significant relationship between teachers' use of evaluation in the classroom and Islamic Studies senior secondary school students' academic performance.

Ho₄: There is no significant relationship between teachers' motivational techniques and Islamic Studies senior secondary school students' academic performance.

Table 4 : Teachers' Motivational Techniques and Islamic Studies Senior Secondary School Students' Academic Performance

Variable	N	\bar{X}	SD	df	Cal r-value	P-value	Decision
Teachers' Motivational Techniques	420	2.19	.68				
				428	.553	.000	Ho ₄ Rejected
Academic Performance of Islamic Studies Students	420	12.40	7.86				

*Significant P < .05

Table 4 shows the calculated r-value of .553 while p-value (0.000) is less than the significance level (0.05) for 428 degrees of freedom. Hence, the hypothesis which stated that there is no significant relationship between teachers' motivational techniques and Islamic Studies students' academic performance is rejected. This implies that there was a significant relationship between teachers' motivational techniques and Islamic Studies senior secondary school students' academic performance.

11.0 DISCUSSION

The first finding indicates that there was a significant relationship between teachers' classroom management strategies and Islamic Studies senior secondary school Students' academic performance in Ilorin-East, Kwara State, Nigeria. This finding tallies with the statement of Durosaro (2009) that teacher's strategies in classroom management are undisputedly significant, since he serves as a manager of all things that take place in the classroom.

The second finding shows that there was a significant relationship between teachers' adequate use of instructional resources and Islamic Studies senior secondary school Students' academic performance in Ilorin-East, Kwara State, Nigeria. This finding affirms the statement of Ogunu (2000) that instructional resources enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided.

The third finding shows that there was a significant relationship between teachers' use of evaluation and Islamic Studies senior secondary school students' academic performance. The study is similar to the finding of Adeboyeje and Afolabi (2003) that classroom evaluation helps in motivating students to learn and serves as a real stimulus to students' efforts. It is a common observation that, students tend to study harder before and during the period of assessment than when there are no forms of evaluation.

The finding on the Table 4 shows that there was a significant relationship between teachers' motivational techniques and Islamic Studies senior secondary school students' academic performance in Ilorin- East, Kwara State, Nigeria. The study is in conformity with the finding of Adepoju (2004) that through motivation, students are encouraged to learn and achieve the purpose of going to school. Also, proper coordinated motivational techniques by the teacher tend to stimulate learning and arouse learners' interest, curiosity and then enhance-self discovery and independent enquiry.

12.0 CONCLUSION

Based on the findings, it was concluded that classroom management strategies such as teachers' adequate use of instructional resources, use of evaluation in the classroom and motivational techniques would help enhance Islamic Studies senior secondary school students' academic performance in Ilorin-East, Kwara State, Nigeria.

13.0 RECOMMENDATIONS

From the findings and conclusion of this study, the following action plans are made:

- a) Islamic Studies teachers should up-date their profession by attending refresher courses and seminars in order to meet up with the modern trend in classroom managing strategies.
- b) Kwara State Ministry of Education and Human Capital Development should regularly provide instructional resources for senior secondary schools, while the principals should ensure that Islamic Studies teachers adequately utilise them to aid excellent performance of students in the subject.
- c) Islamic Studies teachers should use all affordable means to motivate students in order to encourage them in their learning and consequently boost their performance in the subject.
- d) Schools should create management-teacher interactive forum, so that teachers can share ideas about effective ways of evaluating students during and at the end of the lesson.

14.0 REFERENCES

Adeboyeje, R. A. & Afolabi, F. O. (2003). Classroom management. Ondo: Ifeoluwa Ent (Eng) Ltd.

- Adepoju, T. L. (2004). Educational management. Lagos: Prospects Publication.
- Adeyemo, P. P. (2011). Contemporary principles and practice of education. Ibadan: Macmillan Nigeria. contemporary issues (Eds.). Larence Erlbaum Associates, Inc.
- Adeyeye, R. A. (2004). A practical approach to effective utilization and maintenance of physical facilities in secondary schools. In J. O. Fadipe and E. E. Oluclukwe (Eds.). Educational planning and administration in Nigeria in the 21st century. Ondo: NEPA.
- Curson, J. (2001). Investing of future: Setting education priority in the development world. Paris: UNESCO. HEP.
- Daramola, E. A. (2000). Providing equal educational opportunities in Nigeria: Constraints and possible way forward. Kontangora: Amala Press.
- Durosaro, D. O. (2009). School plant management practice in Nigeria: trends issues and problems. In Olabgoye, A. A. And J. O Fadipe (Eds) Management of Nigeria education: Project monitoring and school plant maintenance. Ondo NEPA.
- Ijaiya, N. Y. S. (2004). Re - engineering educational Management of quality education in Kwara state, Nigeria. International Journal of Educational Management (IJEM), 3(2):18-20.
- Iqbal, Y. (2018). Classroom management and its impact on the student's academic achievement: Insight from the faculty. Research Journal of English Language and Literature (RJELAL), 6(3) 2321- 3018. <https://www.rjelal.com>. Retrieved Jan. 15, 2020.
- Korpershoek, H., Harms, T., Boer, H., Kuijk, M., & Doolaard, S. (2014). Effective classroom management strategies and classroom management programs for educational practice: A metaanalysis of the effects of classroom management strategies and classroom management programs on students' academic, behavioural, emotional, and motivational outcomes. Groningen: RUG/GION. <http://www.rug.N/research/portal>. Retrieved Dec. 15, 2019
- Lane, K. L., Menzies, H. M., Bruhn, A. L., & Crnobori, M. (2011). Managing challenging behaviors in schools. Research-based strategies that work. India: The Guilford Press.
- Marzona, R. E. (2008). Teachers' Effectiveness in the Classroom. Enugu: Gashen Print, Nigeria.
- Ogunu, M. (2000). Introduction to educational Management. Benin: Mabogun Publisher.
- Oke, E. B. (2003). School climate and teacher's productivity in Akoko Edo Local Government secondary school, Edo State (P.55) (An Unpublished M. Ed Dissertation,) University of Ilorin, Ilorin.
- Oladele, E. O. (2007). Hints on effective classroom management. In I. O. Abimbola, and A.O. Abolade (Eds). Fundamental principles of instruction. Unilorin. Department CSET.
- Oladosu, A. G. A. S. (2010). Arabic and Islamic education. In J. O. O. Abiri and A. A. Jekayinfa, perspective on the history of education in Nigeria. Ilorin, Bamitex Printing & Pub. Enterprise. 202-217.
- Oloyede, O. A. (2006). Leadership styles, school tone and students' academic achievement in Kwara State, Nigeria (PP.22-32) (An Unpublished Ph. D Thesis), University of Ilorin.
- Oyedeji, N. B. (2007). Management in education: principles and practice. Lagos: Areas Publishers.
- Umoren, I. P. (2010). The concept of Classroom Management in Modern Society. Lagos: MGO Nigerian publishers.

Umude, L. E. (2010). Test and measurement and its relevance to educational management. Unpublished M. Ed thesis, University of Benin.