



Attitude of Basic Science and Technology Teachers Towards Classroom Management in Abuja Municipal Council Area, Nigeria

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Abstract

This study investigated the attitude of Basic Science and Technology teachers towards classroom management in Abuja Municipal Council Area, Nigeria. The emphasis is on teachers' attitude towards the problem of managing disruptive behaviour by students and ways of tackling it. The research type is cross-sectional descriptive survey in which a sample size of 100 (comprising 50 males and 50 females) was drawn using the stratified random sampling technique from a target population of Basic Science and Technology teachers in Abuja Municipal Council Area. The study was carried out in 2024, and four research questions were answered. The instrument constitutes 31 item attitude scales that were validated by experts with a reliability coefficient of 0.79 using Cronbach Alpha. Data collected were analysed using mean and standard deviation. Findings showed that Basic Science and Technology teachers have a positive attitude towards classroom communication, time management, classroom discipline and motivational skills of classroom management. Though, female teachers' attitude appears moderately better than their male counterparts. The study recommended that teacher education institutions should pay attention to practical ways of cultivating classroom management skills in teacher-trainees, Conferences and workshops should also be organised regularly to train teachers on the latest innovative practices in classroom management.

Keywords: Attitude, Basic Science, Basic Technology, Teacher, Classroom Management



Introduction

Right to education appears most promising and enduring of all the inalienable rights that a nation-state can bequeath its younger generation as a legacy for posterity's sake. The National Policy on Education affirms that education remains an 'instrument per excellence for the attainment of national goals, productivity, self-realisation and survival of the populace (FRN, 2014). Moreover, the attainment of goal-4 target of the United Nations' Sustainable Development Goals (SDGs) depends on several factors, particularly as it concerns the principles and methodologies of instruction in education. The goal-4 target of the SDG stipulates inclusiveness, and the equitable spread of high-quality education geared towards the promotion of life-long learning for all. In essence, the aim of goal-4 target is to narrow and bridge the existing gap of disparities and inequities in the education sector as it concerns access and quality (UNICEF, 2024). Access and equity should cover for gender, ability level, age, socio-cultural background, geographical location, economy and other factors affecting teaching-learning process. The gender factor has continued to raise controversy about its influence on curriculum, instructional resources, career choice, general behaviour and activities of both students and teachers as it concerns access and equity in educational system.

Though, regarded as a culturally or socially acceptable way of categorising human beings, gender could be either male or female (Kanu & Ohize, 2020). International conventions have called for the fair treatment of all human beings irrespective of gender, race or socio-political affiliation. Gender is viewed as a product of the ways in which institutions are organised and reconstituted with social bearing and characteristics that are beyond the concept of masculinity and femininity (Ahmed et al., 2018). Teachers' gender tends to influence their way of education not excluding their roles in the larger society. This role has been deployed in shaping the environment through the teachers' attitude, behaviour and instructional practices. Gender stereotypes and societal expectations have influenced on how teachers view their roles. This manifests in the way teachers interact with students and impacts classroom dynamics and students' outcomes. Even though some research works have been done to determine the relationship between



teachers' gender and classroom management, a gap still exists regarding how gender affects Basic Science and Technology teachers' attitude and practices in the context of classroom management. It was affirmed by Diwa (2023) that there is a significant difference between classroom management approaches of female and male teachers when juxtaposed side by side, and that female teachers' approaches seem to be more intrusive than their male counterparts. Results of some literature revealed that no significant difference exist between male and female teachers' classroom management skills and competencies (Emmer & Sabornie, 2015).

The teaching of Basic Science and Technology as a subject in Nigerian middle and upper Basic Education classes (Basic 4-9) as developed and revised by the Nigerian Educational Research and Development Council (NERDC) is meant to introduce basic scientific concepts, sciencing attitudes and process skills in the younger generation (NERDC, 2012). The critical mindedness and consciousness of the young learners need to be aroused and properly channeled to meaningful learning. It is expected that the learning experiences gotten at the upper basic education (i.e. junior school) level should lay the foundation for the learners as they advance to the senior school level where science is studied at a higher degree of complexity for the ones who choose science-based subjects as core (Afuwape & Oriola, 2017). The curriculum contents are spiral in nature with increasing level of difficulty as the learner advances in class, also fortified with activities and methodologies that support the constructivists' education theory (Obioma et al., 2014). However, teaching-learning of Basic Science and Technology encountered several problems. (Afolabi, 2020) identified some of these problems to include inability to link the curriculum content to the immediate local environment, over-emphasis on theoretical knowledge rather than practical activities, low use of guided discovery approach, paucity of improvisation skills and poor classroom management and control by many teachers.

No curriculum planning is complete without implementation which is mainly carried out in the classroom. It is the engine-room in which the success or otherwise of the teaching-learning process is determined (Diwa, 2023). It is a learning environment where all the



factors conducive for learning are systematically put in place like the physical- sensory elements such as lighting, colour, sound, space, furniture, among others. It does not necessarily mean that a room containing board for writing (whether black, white or interactive board), chairs for learners and desks for writing. It includes laboratories, workshops, studios, virtual learning management systems, on-line Moodle's and other equivalent arrangements meant for transmitting knowledge and skills and guiding learners appropriately.

Management, on the other hand is an important concept in every organisation which has been defined by Ogbonnaya (2014) as the co-ordination of the resources and efforts of an organisation through the process of planning, organising, directing and controlling with the aim of achieving the organisational goals. Management in the classroom refers to issues of supervision and acts of handling or controlling classroom activities successfully. Teachers are expected to be proactive in creating an environment that facilitates interaction and growth in terms of academic, social and extra-curricular activities. Effective classroom management skills are hinged on the social learning theory and the cognitive-behavioural perspective which underscore the relevance of positive role models and supportive environment in shaping constructive behaviour (Cheng & Chen, 2018). The ability of the classroom teacher to exercise a reasonable degree of control over student's behaviours in the classrooms depends on the teachers' knowledge and level of classroom management skills among other factors.

Classroom management is a critical aspect of effective teaching-learning. It is variously described by educators and educationists as the creation of a conducive learning environment where learners can actively engage in study by developing skills, attitude and knowledge. It is viewed by Uzoechi (2014) as the process of ensuring that classroom lessons run smoothly despite disruptive behaviours by students or the process of preventing disruptive behaviour from students. According to Uzoechi, classroom management involves organising, coordinating, controlling and monitoring of activities during teaching and learning process. It is regarded by the National Teachers' Institute (NTI) as the arrangement and organisation of classroom facilities, time, specific



routines of handling equipment/ resources, efforts deployed to ensure orderliness and a well-regulated atmosphere of ensuring higher efficiency and productivity for both teachers and learners (NTI, 2021). Classroom management is described by Emmer and Sabornie (2015) as a way of prosaically developing behaviour, scaffolding students' progress and increasing academic engagement. Classroom management and control is one of the instructional and organisational attributes needed of a resourceful teacher.

For effective classroom management, certain skills are required. These include teaching preparation and time management skills, motivational skills, communication skills, questioning skills, humanity skills, classroom organisational skills, resources development and utilisation skills; and then class control and discipline (NTI, 2021). Rewards and punishment are subsets of discipline. To teach effectively, a teacher must have control over the class without being dictatorial in approach. Many teachers possibly think it is the most difficult aspect of teaching because it is closely linked to issues of motivation, discipline and respect. Shortcomings in the teachers' pedagogical skills have had detrimental impact on the education system. It was pointed out by Diwa (2023) that teachers who have problems with classroom management and control are frequently ineffective and often reported high levels of stress and symptoms of burnout, even a factor to students' low academic performance.

Public primary schools and junior secondary schools in Abuja Municipal Council Area are grappling with the significant challenge of overcrowded classrooms. With the rapid population growth in Abuja and its satellite towns and suburbs occasioned by insurgency-induced migrations and other factors, the demand for basic education admission has significantly surged. Unfortunately, the necessary classroom facilities and resources to accommodate this influx of pupils and students have not kept pace. There's pressure on the few existing infrastructure. Well-ventilated and equipped classroom spaces, laboratories, workshops, library, sporting facilities and digital infrastructure (for virtual learning) are grossly inadequate. Imam and Mohammed (2012) and Asabe (2021) brought to limelight the harrowing experience that teachers undergo in managing pupils and students'



behaviour and in conducting practical learning activities due to over-population in Federal Capital Territory (FCT), Abuja. Large-size schools and classrooms that have no corresponding facilities tend to complicate administrative and supervisory duties of which classroom management becomes a problem (Fasasi, 2024).

Another problem is the scarcity of trained and certified teachers. The number of professional teachers is limited and cannot be proportionally spread across the schools in the Federal Capital Territory. Due to this situation, quacks who use teaching as a part-time, fill-in the gap job and a 'waiting ground' for greener pastures to mature; and not properly trained, find refuge in classrooms (Abenu & Yusufu, 2024). One of the effects is lack of classroom management manifesting in the form of noise and rowdiness even when the teacher is present. Most teachers lack awareness of best practices and strategies for maintaining discipline and order in the classroom. Consequently, classrooms become disruptive and chaotic leading to low conceptualisation of learning experience and poor learning outcome.

Also, when there is insufficiency or total lack of suitable teaching resources, textbooks, stationeries, visual, audio, audio-visual, online educational resources and internet connectivity within the learning environment, it becomes difficult for teachers to engage the learners meaningfully. The lack of educational resources as posited by Asabe (2021) discourages teachers from implementing interactive teaching approaches that can enhance students' conceptualisation of concepts and attainment of desirable outcome. Consequently, students become disinterested and disengaged in the learning leading to disruptive conducts.

Furthermore, the lack of parental involvement and support in classroom management exacerbates the challenge faced by public primary and junior secondary schools' teachers. Parents play a crucial role in reinforcing the values and rules taught in schools. Home is rightly the primary agent of a child's socialisation before school. It has been discovered that many parents are failing in their parental role in bringing the young ones up in a decent manner. Some parents care less when disciplinary issues that demand reprimanding or correcting the child comes up. Such negative attitude and failure to collaborate with the



teachers have contributed to the problem of classroom management (Ahmed et al., 2018).

Purpose of the Study

The purpose of the study is to investigate the attitude of Basic Science and Technology teachers towards classroom management in Abuja Municipal Council Area, Nigeria. Specifically, the study was aimed at:

1. determining the attitude of the Basic Science and Technology (BST) teachers in the use of communication skills as a means of classroom management in Public Middle and Upper Basic schools in Abuja Municipal Council Area based on gender.
2. assessing the attitude of the Basic Science and Technology teachers towards the use of discipline as a means of classroom management based on gender.
3. determining the attitude of the Basic Science and Technology teachers in the use of motivational skills in classroom management based on gender.
4. ascertaining the attitude of the Basic Science and Technology teachers in the use of time management skills to ensure classroom management based on gender.

Research Questions

The following research questions were formulated to guide the study:

1. What is the attitude of Basic Science and Technology (BST) teachers in applying communication skills as a measure of classroom management in public middle and upper basic schools in Abuja Municipal Council Area based on gender?
2. How do the BST teachers use discipline as a strategy for classroom management based on gender in public middle and upper basic schools in Abuja Municipal Council Area?
3. What is the attitude of the BST teachers in the use of motivational skills in classroom management based on gender?
4. How do the BST teachers use time management skills to ensure classroom management based on gender?



Methodology

From a population of 305 Basic Science and Technology teachers in public middle basic (primary 4-6 classes) and public upper basic (junior secondary 1-3) schools in Abuja Municipal Council Area, a sample size of 100 (comprising 50 males and 50 females) were selected from 10 primary schools and 10 junior secondary schools through stratified random sampling technique. The researchers' designed questionnaire that consisted of 31 item questions was used for data collection. The questionnaire has two sections, section A consisted of bio-data of the respondents, while B consisted of 31 items structured in 4-points Likert-type Attitude scale. The attitude scale items were arranged in four clusters based on the research questions and addressed specific purpose of the study. The instruments were validated by Lecturers in Department of Science, Technology and Mathematics Education of Nasarawa State University, Keffi. To establish its reliability, the BSTTACM was subjected to pilot test and administered to a sample of BST teachers in Abuja who are not part of the sample size. The obtained Cronbach Alpha coefficient is 0.79. The research questions were answered mean and standard deviation. The Statistical Package for Social Sciences (SPSS) version 25.0 software was employed to aid the analysis.

Results

Research Question 1: *What is the attitude of Basic Science and Technology (BST) teachers in applying communication skills as a measure of classroom management in Abuja Municipal Council Area based on gender?*

Table 1: Mean score of Male and Female BST Teachers Attitude towards Communication Skills as a Measure of Classroom Management

S/N	Items	Male Teachers			Female Teachers		
		Mean	SD	Dec	Mean	SD	Dec
1	I make use of facial expressions in communicating with pupils/ students if it's expedient	3.24	0.93	P	3.19	0.83	P



2..	I allow learners to freely express themselves during teaching- learning	3.34	0.85	P	3.29	0.76	P
3	If I am tensed up, I could use abusive language on pupils/ students	3.05	0.92	P	3.30	0.74	P
4	I think teachers should use clear, simple and unambiguous words with learners during teaching	3.12	1.00	P	3.04	0.62	P
5	Teachers could use respectful voices in communicating with pupils/ students	3.06	0.81	P	3.32	0.74	P
6	I do not often listen to pupils/ students' complaints	2.98	0.93	N	3.22	0.81	P
7	I encourage pupils/ students to express their opinions and views	3.27	0.97	P	3.29	0.74	P
8	I use both written and oral methods of communication	3.03	0.93	P	3.20	0.74	P
9	I use sensual and emotional appeal to communicate sometimes	2.73	0.93	N	2.92	0.74	N
10	I use bodily signs and gestures to correct pupils/ students sometimes	3.15	0.81	P	3.27	0.82	P



11	I avoid the use of technical jargons (high languages) in teaching	3.18	0.88	P	3.33	0.79	P
12	I use loud & harsh voice in communicating with learners sometimes	3.15	0.83	P	3.24	0.88	P
Grand Mean		3.11	0.88	Po	3.22	0.77	P

Data presented in table 1 show that BST teachers responded positively to all items on the attitude scale. The grand mean of 3.11 and 3.22 for male and female teachers and standard deviation of 0.88 and 0.77 for male and female teachers respectively.

Research Question 2: *How do the BST teachers employ discipline as a strategy for classroom management based on gender?*

Table 2: Mean score of Male and Female BST Teachers towards Discipline as Strategy for Classroom Management

S/ N	Items	Male Teachers			Fen Teachers		
		Mean	Dec	Mean	SD	Dec	
1	I do not allow pupils/ students to be loitering during class period	3.02	0.91	P	3.26	0.72	P
2	I use a variety of punishment To correct deviant and delinquent behaviours among pupils/ students	3.27	0.80	P	3.35	0.75	P
3	Sometimes I deny pupils/ students certain rights and privileges as a way of correcting them	3.25	0.87	P	3.12	0.79	P
4	Sometimes, as a teacher, I make use of eye contact to correct some deviant acts in the class.	3.17	0.88	P	3.33	0.71	P



5	Sometimes, I use rewards and praise to encourage discipline among the pupils/ students	3.26	0.70	P	3.27	0.77	P
6	I sometimes use sanctions or threats to enforce certain rules and regulations in my class	3.22	0.82	P	3.22	0.76	P
7	I can enact rules and regulations that restrict learners from unauthorized movement both within and outside the classroom	3.15	0.88	P	3.35	0.76	P
Grand Mean		3.19	0.84	P	3.27	0.75	P

The data presented in table 2 show that respondents rated positively to attitude on all items that addressed discipline as a classroom management strategy. The grand mean of 3.19 and 3.27 for male and female teachers and standard deviation of 0.84 and 0.75 for male and female teachers respectively.

Research Question 3: *What is the attitude of the BST teachers in the use of motivational skills in classroom management based on gender?*

Table 4: Mean score of Male and Female BST Teachers on the use of Motivational Skills for Classroom Management

S/N	Items	Male Teachers			Female Teachers		
		Mean	SD	Dec.	Mean	SD	Dec.
1	Having a warm interaction with learners sometimes could boost their mood & enhance their academic performance	3.25	0.83	P	3.30	0.74	P



2	The way teachers give assignments could affect pupils/ students' academic performance	3.12	0.86	P	3.33	0.71	P
3	Being punctual & regular to classes by teachers could inspire learners	2.98	0.93	N	3.33	0.71	P
4	Classroom atmosphere could impact learners' performance	3.41	0.76	P	3.21	0.81	P
5	Adequate learning facilities motivate pupils/ students'	3.05	0.91	P	3.27	0.76	P
Grand Mean		3.16	0.86	P	3.29	0.75	P

Data presented in table 3 shows that respondents have positive attitude in most items except for item number 3 in which the male teachers' attitude was negative. The grand mean of 3.16 and 3.29 for male and female teachers and standard deviation of 0.86 and 0.75 for male and female teachers respectively.

Research Question 4: *what is the attitude of the BST teachers to the use of time management skills as classroom management measure based on gender?*

Table 4: Mean score of Male and Female Teachers on the Use of Time Management Skills for Classroom Management.

S/N	Items	Male Teachers		Dec.	Female Teachers		Dec.
		Mean	SD		Mean	SD	
1	I use double period for complex topics that need more illustration	3.14	0.81	P	3.22	0.84	P
2	I stay beyond the time allotted for a particular lesson if there's need	3.09	0.79	P	3.21	0.77	P
3	I pend time to introduce the lesson	3.20	0.86	P	3.30	0.74	P
4	I map out convenient time	3.16	0.82	P	3.35	0.77	P



for assessments, tests and quizzes

5	I allot proportional time limits for copying note and explaining point	3.28	0.87	P	3.34	0.72	P
6	I use break period to correct pupils/students when they display unacceptable behaviour	3.21	0.94	P	3.31	0.71	P
7	I map out time from my tight schedule to organize and make use of instructional materials	3.02	0.76	P	3.10	0.81	P
Grand Mean		3.16	0.84	P	3.26	0.77	P

Data presented on table 4 shows that the teachers had a positive attitude towards all the items that addressed time management skills as classroom management strategy. The grand mean of 3.16 and 3.26 for male and female teachers and standard deviation of 0.84 and 0.77 for male and female teachers respectively.

Discussions

Results from the analysis of research question 1 imply that the BST teachers' attitude was highly positive to the use of effective communication skills as classroom management strategy in public middle and upper basic schools within Abuja Municipal Council Area, even though it was slightly better with the female teachers. Results of analysis from research question 2 indicated a positive attitude for the BST teachers to use of discipline as classroom management strategy in public middle and upper basic schools but, based on gender, moderately higher with the female teachers. Results on research question 3 showed that teachers were positively disposed to motivational skills as classroom management strategy in public middle and upper basic schools, though slightly higher with the females. Results from research question 4 imply that there was a positive attitude towards classroom management measures in public middle and upper basic schools in the area with the female teachers leading with a slight margin.

The study has established a positive attitude to classroom management by both male and female Basic Science and Technology teachers which cut across various items on the attitude scale used as instrument. Comparative analysis of the different means show that the



female BST teachers were slightly more favourably conscious of the classroom management challenges and their remedies when compared with their male counterparts. Based on the results obtained, it suggests that gender might not have far reaching implication for educational practice as it concerns the attitude to classroom management by Basic Science and Technology teachers. If both female and male Basic Science and Technology teachers had a fairly high positive attitude to classroom management and believed it would bring about a positive change in their instructional practices, it implies that there could be other tangential and contributory factors that need to be addressed to ensure effective classroom management in public middle and upper basic schools in Abuja Municipal Council Area. Addressing these dynamics can be of help to educators in creating a more inclusive and equitable teaching-learning environment. If these other factors are taken care of probably, the learning outcome and performance of learners in public examinations and at workplaces would be improved upon.

The study corroborates Asabe's (2021) finding that teachers in schools within the Federal Capital Territory, Abuja have good perceptions and positive attitude towards classroom management techniques. It is not certain whether such determinants as socio-cultural background and other individual teacher's characteristics such as experience, home up-bringing and school training could influence teachers' attitude to classroom management, unlike gender. Erden and Erden, (2016) are of the opinion that gender should not be used as an important independent variable in studies in relation to teachers' perceptions and opinions on classroom management skills and competencies. Findings of this study to some extent agree with Diwa (2023) who found that female teachers' approach to classroom management seemed more intrusive than that of their male counterparts. The findings also agree with Emmer and Sabornie (2015) whose investigation revealed no significant difference between male and female teachers' classroom management skills and competencies. However, Caner and Tertemiz (2015) in their study revealed that gender is significantly related to prospective teachers' classroom management beliefs on both the instructional management and people's management subscales which are in variance with the findings of this study. Finding



of Saeedi (2016) was also in contrast to this study because it reported a significant difference between male and female English-as-a-Foreign-Language (EFL) teachers' classroom management strategies; and inferred that male EFL teachers were more interventionist than their female colleagues. Furthermore, the findings of Ganji and Sejjehie (2022) did not align with this study because the results revealed that men and women were different in behaviour regarding classroom management.

Conclusion

In conclusion, it is a widely known fact that teaching is a unique profession which requires varied skills to be manifested by the teacher. The knowledge of the attitude of the Basic Science and Technology teachers towards classroom management in Abuja Municipal Council Area, Abuja is essential and necessary for a conducive teaching-learning environment free of disruptive behaviours. Furthermore, because Basic Science and Technology subject is an integration of various science disciplines with themes and contents that are somehow technical, abstract and involved, there is need for an atmosphere of calmness to enable assimilation. It calls for teachers who are proficient in the various instructional, organizational and disciplinary strategies targeted at effective classroom management. When stakeholders and educators acknowledge certain gender-related differences, efforts would be geared towards creating an environment where all learners and teachers feel valued, supported, responsive and encouraged to attain success. By contributing to growing literature on teachers' attitude to classroom management in education, the study has shed more light on the need for more research and advocacy in this aspect of teaching-learning.

Recommendations

The following recommendations are proffered:

1. Teacher education institutions should pay attention to practical ways of cultivating classroom management skills in teacher-trainees.
2. Conferences and workshops should also be organised regularly to train teachers on the latest innovative practices in classroom management.



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