

THE POWER OF A TEACHER IN CLASSROOM ORGANIZATION AND MANAGEMENT: A CASE STUDY OF ORUMBA LOCAL GOVERNMENT AREA, ANAMBRA STATE.

Obianuju Adaobi Mbonu
vinachi2001@yahoo.com

Abstract

This study assessed the power of teacher in classroom organization and management by identifying those powers that will enhance teaching and learning in a normal classroom setting. Three research questions and one null hypothesis guided the study. The study adopted descriptive research design. The population of the study was all the 45 teachers made up 20 males and 25 females drawn from 6 co-educational secondary schools in two Local Government Areas of Anambra State, namely; Orumba North and South. This brings the total number of co-educational secondary schools used in the study to 12 in all. Purposive sampling technique was used in selecting both the number of co-educational schools and 45 respondents (male and female teachers): Questionnaire containing 15 – items was the instrument for data collection. Mean, standard deviation and t-test were used in answering questions from three research questions and testing the one null hypothesis respectively. The findings of the study revealed that the understanding of teachers power in the classroom organization and management is centred on his personality traits, leadership style, position as a leader of the class, his cooperation with the students, and his ability to use coercive, remunerative and normative methods to enhance obedience, obey commands, and enforcement of school rules and regulations by reward or inducement of punishment. The recommendations made amongst others include, training of teachers professionally through seminars, conferences, re-fresher courses and workshops to improve his power in the classroom. Secondly, for teachers to know that it is only when it is necessary that they can use their power to ensure compliance and classroom discipline such as coercive, remuneration and normative methods etc.

Keywords: Power, Teachers, Organization, Management.

Introduction

At any level of education, the personality of the teacher is a determining factor in teaching processes and methods. Teacher's temperaments, convictions about human nature, and what they consider to be the purpose of education determine classroom methods. For instance, teachers who believe that students "should be seen and not heard" can ruin students' school career or, indeed his entire future. According to Ugo (2008), this stemmed from the fact that teachers, are the backbone of any educational services at the classroom level, hence they must

cultivate and possess some personal qualities (such as kindness, power, tolerance, humour and dignity) for them to be relevant in classroom organization and management. The possession of these qualities especially "power" he further noted, will enable him manage effectively, teaching and learning in the classroom.

Thus, power is seen as the acts of man as they go about the business of moving other men to act in relation to themselves or in relation to organic or inorganic things. Lussier (2000) and Ocho (2007) both sees power as a person's ability to influence another person's behavior. Nwobodo (2007), equally sees power as the ability or opportunity, which an individual (teacher, civil servant, administrator) has to do something or act within the limits of his authority. It is also referred to as leader's control of his environment and his subordinates (Ogbonnaya; 2004).

From the above definitions, we can deduce that power refers to the ability of person or group of persons to force or command others to obey him/them whether they like it or not. It is the ability to get things done, that is, the ability to make others do certain things even when they are unwilling to do them. So power involves a kind of domination or coercion exercised by the ruler over the ruled. Hence, power is used differently by different individuals and schools according to their understanding of the concept of "power".

That is why Nwogbo (2014) regards power as a means of directing and controlling organizational activities and ensuring that it is use to achieve organizational goals and objectives. Therefore, when an administrator is in doubt of the willingness, acceptance and cooperation of members of the organization for goal achievement, he may resort to the use of power. This, power is the bottom line of leadership and stands behind every organization and sustains its structure and driving force for action (Unachukwu & Okorji, 2014).

Ogbonnaya (2009), in writing on power and education in Nigeria, listed the following as the main sources of power and they are; force, electorate, ideology, constitution and inheritance. According to him, these sources help to determine, reshape and direct individual activities in an institution or organization. This means, power could be acquired through the barrels of the guns (military takeover), electoral system voting, ideologies (capitalism, socialism), constitution (laws a state and inheritance (by birth).

Supporting the above assertions, French and Raven as cited in Millins (2005) identify five sources of power to include, reward, coercive, legitimate, expert and referent power. According to them, three sources of power stems from a person's position in an organizational hierarchy and from their personality and characteristics, hence they group power into two main groups thus- formal and informal power. In the same view Peretomode and Peretomode (2008) listed reward power, coercive power, legitimate power which has to do with the administrators access to and control over information more than the subordinates while informal individual power which include expert power, referent power and charismatic abilities of the administrator that make others believe in him and follow him.

This shows that both form of power (formal and informal power) are crucial for the success of any organization and therefore cannot be down played. Thus, and administrator can possess a lot of informal individual power and influence ability over his subordinates than an administrator that makes use of only formal power, for administrator to be effective, he must combine the two if he is to use his power effectively in achieving organizational goals and objectives. It is for this reason that managers, teachers and administrators in the same position may have unequal power and influence ability over their employee, subordinates and students in their organization or schools.

This is perhaps, the reason why in organizations and institutions (schools), people exercised different kinds of power (Nwobodo, 2007). According him, the effective use of these kinds of power which he listed as spiritual power, political power and legal power help create an atmosphere of cooperation, love, kindness and strength which when abuse, can generate conflicts in schools and organization. Ogbonnaya (2009) identified the following types of power as crucial to good classroom organization and management to include; spiritual power, charismatic power, position or institutional power, legal power, political power, physical power and economic power. According to him the proper application of any of these different kinds of power in an organization will go a long way in understanding individual power in the society.

In schools, teacher's power in the classroom organization and management are anchored on charismatic power, positional or institutional power, authority power and disciplinary power. Effective use of these kinds of power will help enhance classroom organization and management. This stemmed from the fact that classrooms are the theatre of school activities where the learning process is generated, implemented and evaluated. This is why Majassan (2005) defined the classroom as the teachers' theatre of operation, a place which makes or mars his career, a place where he is happy to be, if he teaches with confidence.

For success to be recorded in teaching and learning process, teachers should learn to hold their students together so as to offer them the opportunity to interact with one another so as to enable them grow physically, intellectually and emotionally. This he can do by preparing his lesson notes, motivating them, knowing his subject matter and evaluating them periodically. This is because the classroom provides a common ground for student to share experiences together, acquire knowledge and skills as well as accommodate their likes and dislikes.

To this end, classroom organization and management should be accorded the right place in the scheme of thing, if teaching and learning is to take place in an atmosphere devoid of rancour and greed. This is because, classroom organization and management is the process of organizing, controlling and directing of the different variables iand greed. This is because, classroom organization and management is the process of organizing, controlling and directing of the different variables in the classroom in order to achieve the objectives of the child in the school, (Ezeocha: 1990). To him, this variables include students, academic and non-

academic staff and material resources. Similarly, Ogbonnaya (2007) defines classroom organization and management as the organization, utilization and control of the resources and activities in the classroom with the view to achieve the objectives of teaching and learning.

From the above definition, one can deduce that classroom organization and management is arrangement, planning, supervising, co-ordinating, evaluating of all activities that will help to promote classroom life so that the teacher could exercise his power to his teaching objective. This according to Akubue (2001) will involve the following activities; curriculum planning, organization of instructional procedures, discipline, resources, clerical duties, management and control of students' behavior, a good conducive environment and evaluation of students' progress. This is based on the philosophy that in classroom organization and management, the classroom teacher brings about permanent and desirable changes in the behavioral developments of the members of the class by using his power in asking what he is to teach and how the learner is going to learn or how the teacher is going to select what he is to teach and how he is going to impact the knowledge to the learner (Ogbonnaya 2007).

This shows that the teacher is the second among the tripod on which teaching stands while the other are instructional materials and learners. A teacher therefore is a person who has undergone approved professional training in education at appropriate levels and is capable of imparting knowledge, attitude and skills to learners (Ikediegwu, 2005). He is a person who by virtue of his training, experience and preparation facilitates learning in students by preparing and sustaining the necessary climate for learning to take place.

He achieves this through the exercise of power which he possesses as a leader of the class in terms of his knowledge of the subject matter, position he occupies in classroom and his personal characteristics which distinguishes him from his students. He uses the authority attached to this power to ensure students discipline in the classroom. This is because power is not that which follows upon the exercise of disciplined measures, as often thought, but rather disciplined conduct is as a result of proper exercise of power invested on ones office and position (outing,2008)

Therefore for one to understand the power of the teacher in classroom organization and management, the teacher must exhibit the natural leadership traits endower in him by using those strong personality qualities such as wisdom, eloquence, drive, initiative, courage and advance the course of education in his teaching and learning activities (Outing,2008). This is because by virtue of his power, he is the authority in the classroom supervision and instruction.

Another important element of a teachers power is one derives from his office as the final arbiter, delegated to ensure that the educational purposes of a school are achieved within the laid down rules and regulations even though he has no power but bears the responsibility for the exercise of such power. This is why Ejionueme (2013) noted that the teacher's power is the skill he possesses in his subject area because in classroom organization and management, he is not only in

power, he is also an authority one who has achieved mastery in a given field. This power and authority is derived from his academic skill. The power so derives depends in great part upon the field of expertise. That is why subjects like mathematics, physics, chemistry, biology and introductory Technology carry a great weight of authority because of their vocational relevance in the present day Nigeria.

Teachers behavior towards his students and his inner motivation from the harmony between his personality and his communication skills is another area he derives his power. This is based on his personal experiences and understanding which enables him to learn from past successes and failure in the classroom without taking them as sure guide to future practice based on the knowledge of the students. This is why the teacher believes that his students no matter the odds against them, are worth teaching and that the body of knowledge he is handling with them is valuable in itself (Ikediegwu, 2005). This stemmed from the fact that students are highly skilled, well practiced as observers of teachers and are not easily deceived by teachers antics hence the need for teachers to be sincere in what they are doing.

To ensure that the teacher exercises his power effectively in classroom organization and management, the teacher must enlist the cooperation of students which will help him assign responsibilities according to their abilities to manage facilities, equipment in the class, check unruly behavior, enhance academic excellence, apply corrective measures, keep records, withhold privileges and punish erring students.

This is because the nature of teacher's power is complex and therefore can be exercised in a variety of ways as there is no simple recipe for its most effective use to meet all situations. This means that when rational methods of persuasion are ineffective, the teacher has the right to issue commands or at least make strong requests. The way he exercised his power has educational implication to the student and the society in general. This stemmed from the fact that our educational aims and objectives reside ultimately in our attitudes towards students in the methodology we adopted in teaching them, the level of discipline devised to foster obedience to instruction and the punishment and encouragements used to achieve it. This is why Ene, (2007) cited coercive, remunerative and normative as the three basic kinds of power that could be exercise in the classroom. According to him the use of three of these basic kinds of power will help enhance classroom teaching. For example, the use of force and the use of remunerative will help make children to carry out instruction or run errands while normative is based on identity of values and attitudes between those who wield and those who are subject to authority and power.

To ensure effective classroom organization and management, the teacher should ensure that the following problems associated with classroom management are eliminated. These include; aggressive antisocial behavior, disruptive behavior, emotional and dependent behaviours. According to Chiaha (2005) the elimination

of these behavior will help bring sanity in the classroom. Akubue (2001) listed such behaviours that can disrupt teaching as throwing objects in classroom, stealing, beting, shouting, shyness, running aimlessly in class, tearing of textbooks, shyness, school drop-out, messy eating, chewing nosily and crying amongst others and advise teachers to be aware.

The teacher therefore has to do a lot of home work or engage in some analysis of factors that are likely to affect, disrupt or disorganize the class. This analysis Eze (2009) noted included things like the teachers attitude to his students, his teaching style, classroom environment, methodology of instruction, use of instructional materials, with behavior and attitude, holding discussion with them counseling and directing the teaching to the needs of the students. The use of their basic and fundamental methods in maintaining effective classroom control he noted will help avoid unwanted classroom disturbance in schools.

This shows that classroom occupies a very important place in teaching and learning situation. No educational programme can be carried out effectively without a well organized classroom. For learning to be achieved, there is the need to understand the power of teacher in classroom organization and management. Such activities like teachers power to use his knowledge and skills in enhancement of teaching and learning, exhibiting his leadership traits in class, exercise of his power and authority in class, improvement of his behavior towards conduct and activities and manipulating instructional materials are necessary for good classroom organization and management.

Statement of the Problem

Recent events in the state shows that most people in educational sector do not understand the power the teacher in the classroom organization and management nor appreciate its importance in instruction delivery. This had over the year created a lot of problems to teachers in their attempt to ensure effective classroom delivery. These power include; application of teachers knowledge and skills in classroom delivery, use of force or commodities ensure discipline in class, rewards and punishment and withholding of privileges to the students. Others are, proper use of inducement and authority, teacher position in the classroom as the leader of instruction his expertise in the application of laid rules and regulations, as well as delegation of power. These inadequacies have resulted in antisocial behavior in schools such as stealing, smoking, cultism, school drop-out, pilfering, absenteeism, truancy, bullying, moral laxity and examination malpractices which often arose due to non-participation of students in decision-making and other demands associated with teacher's power.

Therefore, given the place of teacher's power in the classroom organization and management, it becomes imperative to identify what these powers are and how to use it in the interest of students. It is against this background that the researcher decided to embark on this study.

Purpose of the Study

Specifically, the main purpose of the study is to assess the power of teacher in classroom organization and management by:-

- Identifying those teachers' power that can enhance classroom organization and management.
- Determine the male and female teachers' power that will enhance classroom organization and management.
- Ascertain the problems associated with the power of teacher in classroom organization and management.

Research Questions

To achieve this broad purpose, this study was guided by three research questions namely:-

- What are teachers' power that will enhance the classroom organization and management?
- What are male and female teachers' power that will enhance classroom organization and management?
- What are the problems associated with the power of teacher in classroom organization and management?

Research Hypothesis

The following null hypothesis was statistically tested at 0.05 level of significance guided the study.

H₀- There is no significant difference between male and female teacher's power that will enhance classroom organization and management.

Methodology

The study adopted a descriptive survey by purposive sampling technique six (6) co-educational secondary schools each were drawn from two local government Areas of Anambra State, namely Orumba North and Orumba South. This brings the total number of schools used in the study to 12, the sample for the study ie 20 male and 25 female teachers. The major instrument used in the study was a questionnaire divide into two parts; part A was demographic data for teachers while B was a modified four-point likert scale which sought information on understanding teachers' power in the classroom organization and management. Part B agreed that any mean score which is above 2.50 is accepted hence has four options of SA = strongly Agree 4pts, A = Agree 3pts, D = Disagree 2pts and SD = strongly Disagree 1pts, A - 15 item questionnaire instrument was structured and was titled, "understanding the power of teacher in classroom organization and management questionnaire" (UPTCOM). The instrument was validated by two

experts in the Department of Educational Administration and planning, and one from measurement and Evaluation, Nnamdi Azikiwe University, Awka. The reliability of the instrument was determined at 0.89 using a test – retest method which was considered high enough for the study. Data collected were analyzed using mean for research questions 1 and 3 and mean and standard Deviation for research question 2 and null hypothesis HO1. A t – test was used at 0.05 significant level to test for the hypothesis.

Result

Research question 1

What are teachers power that will enhance the classroom organization and management?

Table 1. Response to understanding the power of teacher in classroom organization and management.

S/ N	Teachers power in classroom organization and management	SA 4	A 3	D 2	SD 1	No. of Rep 45	Total Score	Mean X	Remark
1.	The teacher exhibiting the natural leadership traits endower in him in classroom	60	39	14	20	45	133	2.95	A
2.	The teacher using his position to implement school rules and regulation in the classroom	52	45	20	7	==	124	2.75	A
3.	Teacher using his personality to motivate and re-shape students behavior in classroom.	72	30	26	4	45	132	2.93	A
4.	Teacher enlisting the cooperation of students in classroom in order to assign responsibilities to them	92	54	4	2	==	152	3.37	A
5.	The teacher using commands and reward system to ensure discipline in classroom.	80	42	12	5	==	139	3.08	A
Grand mean score = 3.01 = A									

Table 1 of the study shows that items 1, 2, 3, 4 and 5 with mean scores of 2.95, 2.75, 2.93, 3.37 and 3.08 which are above 2.50, agreed that, the teacher exhibiting the natural leadership traits endowed in him in classroom, the teacher using his position to implement school rules and regulation in the classroom, teacher using his personality to motivate and re-shape students behavior in classroom, teacher enlisting the cooperation of students in order to assign responsibilities to them and the teacher using command and reward system to ensure discipline in classroom. The grand mean score of 3.01 is also above the 2.50 cut-off point.

Research question 2.

What are male and female teachers' power that will enhance classroom organization and management?

Table 2. Response of male and female teachers' the power of teacher that will enhance classroom organization and management

S / N	Male and female teachers' power in classroom organization and management	Sex	SA 4	A 3	D 2	SD 1	No. of Resp	Total score	Mean score X	SD	Remark
6.	His personality in classroom management.	Male teachers	36	18	6	2	20	62	3.1	0.63	A
		Female teachers	36	33	6	2	25	77	3.08	0.27	A
7.	His leadership style in classroom organization and management.	Male teachers	48	18	0	2	20	68	3.4	0.66	A
		Female teachers	48	36	4	2	25	90	3.6	0.29	A
8.	His ability to coercive students to obey.	Male teachers	40	24	4	0	20	68	3.4	0.09	A
		Female teachers	52	30	4	0	25	86	3.44	0.32	A
9.	His ability to use remunerative method to make children carry out his instruction.	Male teachers	28	18	12	1	20	59	2.95	0.38	A
		Female teachers	40	36	8	2	25	86	3.44	0.32	A
10.	His ability to use normative power in classroom organization and management.	Male teachers	44	18	2	2	20	66	3.3	0.42	A
		Female teachers	44	27	4	3	25	78	3.12	0.35	A
	Grand mean score =		Male teachers 3.23 0.43 A								
Female teachers 3.33 0.31 A											

Table 2 of this study shows that male teachers rated items 6, 7, 8, 9 and 10 3.1, 3.4, 2.95 and 3.3 with standard deviation scores of 0.63, 0.66, 0.09, 0.38 and 0.42 and grand mean score of 3.23 and standard deviation score of 0.43. Female teachers on the other hand rated 3.44 and 3.12 with SD scores of 0.27, 0.29, 0.32, 0.32 and 0.35 with grand mean score of 3.33 and SD score of 0.31. that is to say, they agreed male and female teachers) that teachers personality, leadership style and his ability to use the coercive, remunerative and normative method will enhance his power in classroom organization and management.

Research Question 3

What are the problems associated with the power of teacher in classroom organization and management?

Table 3. Response of teacher to the problems associated with his power in classroom organization and management.

S/ N	Problems associated with the use of teachers' power in classroom organization and management	SA	A	D	SD	No. of Resp	Total Score	Mean X	Remarks
11.	Aggressive anti-social behavior	56	45	32	0	=	133	2.95	A
12.	Disruptive behavior	64	45	20	4	=	133	2.95	A
13	Emotional behavior	80	48	8	5	=	141	3.13	A
14.	Dependent behaviour	84	51	12	1	=	148	3.28	A
15.	Lack of co-operation among students due to poor relationship between them and teachers	76	39	18	4	=	137	3.04	A
	Grand mean score	= 3.07							

Table 3 of this study shows that items 11, 21, 13, 14, and 15 with mean scores of 2.95, 2.95, 3.13, 3.28 and 3.04 which are above 2.50, agreed that aggressive anti-social behavior, disruptive behavior, emotional behavior, dependent behavior and lack of co-operation among students due to poor relationship between them and teachers are problems associated with the use of teachers' power in classroom organization and management. The grand mean is 3.07 which is equally above 2.50.

Research Hypothesis

Hoi. There is no significant difference in male and female teachers' power that will enhance classroom organization and management.

Table 4. T-test value of the teachers' power in the classroom organization and management.

Sex	N	X	SD	DF	t-call	t-tab	P<0.05
Male	20			43	-0.01	1.96	Not significant
Female	25						

Table 4 reveals that the calculated t-value of -0.01 is less than the table value of 1.96 at 43 degree of freedom and at 0.05 level of significance. Since the table value is higher than the calculated t-value, the stated null hypothesis is accepted. This implies that there is no significant difference in the mean ratings of male and female teachers' power in the classroom organization and management.

Discussion

Table one above shows that all the items listed in research question one indicated that teachers' power in classroom organization and management include; his ability to exhibit his natural leadership traits endowed in him, his ability to use his position to implement school rules and regulation, the use of his personality to motivate and re-shape students behavior, enlisting their cooperation in classroom in order to assign responsibilities to them and using commands and reward system to ensure they comply with his directive so as to improve classroom discipline. The findings is in line with Ene (2007), Ikediegwu (2005) outing (2008) and Ejionueme (2013) who opined that when teachers uses their wisdom, eloquence, divine initiative, courage and resourcefulness to coerce, remunerate and normative ideas to force the students to obey, comply, follow his instructions or command, it means he is using his endowed power to achieve effective classroom organization and management. The findings shows that understanding the power of teacher in classroom management could lead to the achievement of discipline in behaviour as well as in enhancing teaching and learning in schools.

Research question two on the male and female power that will enhance classroom organization and management shows that both categories of respondents (male & female teachers) agreed or rated his ability to use his personality , leadership and position as a leader of instruction, coercive, remunerative, and normative power in the classroom as the best way for teachers to exercise his power of authority in classroom based on his knowledge of the subject matter, skills, experience and use of instructional materials and teaching techniques to enhance course of teaching. This finding is in line with the finding made by Mullins (2005), Ogbonnaya (2007) and Peretomode and Peretomode (2008) who revealed in their different studies that reward, coercive, legitimate, expert, referent, information, physical and charismatic power are different kinds or sources of power a teacher can adopt to enhance teaching and learning in

classroom. This implies that these different forms of power listed above are what can make teaching in the classroom well organized and managed in the interest of the students.

The findings on research question three, table 3 indicated that the greatest problems facing teachers' use of power in classroom organization and management include; aggressive anti-social behavior, disruptive behavior, emotional behavior, dependent behavior and lack of cooperation among students due to their poor relationship with the teacher in his use of power enhance learning. This finding is in agreement with Akubue (2001) and Chiaha (2005) who noted there are classroom problems a teacher faces and advised that the best way to solve the problem is the elimination of three behavior so as to bring sanity in the classroom. Supporting the above finding, Eze (2009) noted, that when a teacher changes his attitude to the students, improve classroom learning environment, methods (instructional materials and techniques) holding discussions and counseling service with them, the undesirable and unacceptable classroom disturbances in schools will be avoided. He therefore solicited teachers support in this regard if the act of stealing, shyness, bullying, drop-out, noise making and other social problems is to be eradicated in school environment.

Table four results of the analytical findings is also in support of accepting the null hypothesis as stated that there is no significant difference in the mean ratings of male and female teachers' power in classroom organization and management.

Conclusion

Considering the findings of the study, it is clear that there is need for teachers to use his classroom power wisely in the interest of students education and classroom management. This is evident in the finding of this study which indicated that teachers use of his personality, position, leadership style, coercive, remunerative and normative power can affect classroom organization and management if used negatively to enhance course of instruction. It was therefore conclude that teachers should do everything humanly possible to avoid classroom disruptive behaviors which tend to undermine his power in classroom for effective organization which will promote teaching and learning.

Recommendation

Based on the findings of the study, the following recommendations were made bearing in mind the need for understanding the power of the teacher in the classroom organization and management.

- Teachers should not use their position to dominate their students in classroom activities to avoid classroom disruption.
- Teachers should not use the power given to them or confer in them to threaten the students or deprive them those things they value.

- Teachers should only use their power in classroom when there is need to enforce discipline, obedience and command.
- Teacher should know that their power in classroom management can be challenged by their subordinate (student) without attracting punishment from the school because their power does not have legal backing as that of authority.
- Teachers should know that their power in classroom management rests on group consultation and decision and not on authority.
- Teachers should know that they can only use their power to change students behavior in the classroom through rewards, punishment or inducement since force is an essential ingredient of power.
- Teachers should know, they can use power of force only when rational methods of persuasion are in effective.
- Teachers should know that our educational aims, reside ultimately in teachers attitudes towards students. In the use of teaching methodology, discipline devised to foster growing up, the punishment and the encouragement given.
- Government on own part, should strengthen the power of teachers in the classroom to enhance teaching and learning by making laws to that effect.
- Government or ministry of education officers should organize bi-annually seminars, conferences, re-fresher courses and workshop for classroom.
- Curriculum planners, educational planners and service providers should review the current school curriculum to include the teachers' power in classroom management.

Finally, teachers should not abuse the use of coercive, remunerative and normative power principles in classroom management

Obianuju Adaobi Mbonu, PhD.

Department of Educational Management & Policy

Federal College of Education (Technical) Umuze, Anambra State, Nigeria.

vinachi2001@yahoo.com

Reference

- Akubue, A.U. (2001). *Classroom Manangement: A 5 point strategy*. Ibadan.Owerri; wisdom publishers.
- Chiaha; C.T. (2005) *Classroom strategy*. Enugu jet publishers.
- Ejionueme, S.K. (2013) *Management of classroom Awka*. Nedu publishers LTD.

- Ene, .I. (2007). Nigeria Language policy: implication for teacher Education Reform agenda in B.G. Nworgu, (ed) optimization sector: Issues and strategies, Nsukka: University Trust publishers, 179-183.
- Eze, U.N. (2009) Managing behaviour in the classroom in U.L. Igbokwe and U.N. Eze, (eds) classroom Management for curriculum implementation, applying psychology principles. Enugu Time.
- Ikediegwu, N.P. (2005) Teaching profession: who a real Teacher, Enugu: Gerldrick concept printing and publishing.
- Lussier, R.M. (2000) Human relations in organization: New York: Times marrow, U.S.A.
- Majassan J.A. (2005) Education: An unprofitable industry in Nigeria: Ibadan P.G. school.
- Mullins, L.J. (2005) Management and organization behavior. Harlow England: Prentice Hall.
- Nwobodo, P.U. (2007) Citizenship educational (An overview) Enugu, J.T.C. Publisher.
- Nwogbo V.N. (2014) Basic concepts in Educational administration and management in Ukachukuwu G.O and Okorku P.N. Educational management: A skill Building Approach. Nimo Rex Charles and Patrick limited.
- Ocho, L.O. (2007) The philosophical context of educational administration in and Ndu L.O. Ocho and B.S. Okeke (Eds) Dynamics of Educational Administration and Management: The Nigerian perspective, Awka meks publishers, limited.
- Ogbonnaya, N.O. (2007) Fundamentals of education finance. Nsukka. Chuka Educational publishers.
- Ogbonnaya, N.O. (2007) Nature and scope of educational administration in J.O. Mgboodile (Eds) fundamentals in educational administration and planning, Enugu Magnet business Enterprises.
- Ogbonnaya, N.O. (2009) Social and political contexts of educational administration, Nsukka, ChukaEduacational publishers.
- Outing, J.R. (2008) classroom Management: prevention and Intervention Retrieved April 23, 2012 <http://ksuemail.kenesaw.edu/rouyang/teaching/c-manage.html>.
- Peretomode, V.F. and peretomode, 0 (2008) fundamentals of management and organization behavior: Lagos: Onosomegbowho Ogbinaka.
- Uga, U.O. (2008) (4th Edition) Curriculum Development for Africa. Onitsha Africana - Feb publishers limited