

CLASSROOM MANAGEMENT COMPETENCIES FOR EFFECTIVE TEACHING AND LEARNING OF BUSINESS EDUCATION IN PUBLIC UNIVERSITIES IN SOUTH EAST, NIGERIA.

By

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Abstract

Proper classroom management leads to conducive teaching and learning environment which will result to the achievement of the set objectives. The study determined the classroom management competencies for effective teaching and learning of business education in public universities in South East Nigeria. The study employed the survey research design. Two research questions were raised and two null hypotheses were formulated and tested. The population of the study comprised 145 business education lecturers in public universities in South East Nigeria. Data was collected through a structured questionnaire containing nineteen (19) items on a four point rating scale of Strongly Agree, Agreed, Disagree, Strongly Disagree. Cronbach Alpha was used to determine the internal consistency of the instrument and it yielded a coefficient of .72. The mean and standard deviation were used to answer the research questions and t- test was used to test the hypotheses at 0.05 level of significance. A significant difference does not exist in the mean ratings of male and female business educators on all the identified classroom management and human relation competencies for effective teaching and learning of business education in public universities in South East, Nigeria. The study recommends that business education lecturers in public universities in South East should do more through sponsorship to workshops, conferences, symposia and seminar.

Keywords: Classroom Management, Human Relations, Competencies, Business Education, Teaching, Learning

Introduction

A well-managed classroom is a key aspect to effective teaching and student learning because in a formal educational setting, classroom is the place where teachers exhibit the actual training of their students. Proper Classroom management leads to class control and produces a conducive teaching and learning environment (University of Northern Colorado, 2021). Classroom management is a multi-faceted activity and

extends beyond the traditional behaviour management techniques recommended to deal with students with disruptive behaviour. Classroom management competencies include teachers' discipline, motivation, time management and communication skills. Bagudu and Dibrari (2020) noted that classroom management competency is a comprehensive term for a variety of teacher actions designed to facilitate teaching and learning in the classroom. Bagudu and

Dibrari believed that classroom management contributes to an effective teaching and learning business education courses because they are the actions teachers take to create a supportive environment for the academic and social-emotional learning of students which brings forth training on the requirements of specific and available jobs based on the commitment of teacher in delivering business education courses.

Tukur (2010) also opined that classroom management may not only maintain discipline in the classroom against non accepting behaviours but it is multidimensional in nature as it involves both planning and execution of activities. Also it is a project in the classroom for effective teaching and learning business education courses. It refers to the full range of things teachers do to organise students, materials, space, and time for effective teaching and learning of business education courses in Nigeria. Effective classroom management is important because it establishes and sustains an orderly environment in the classroom, it increases meaningful academic learning and facilitates social and emotional growth, it decreases negative behaviours and increase time spent academically (Zita, 2020). It is a key concept for success of a teacher in a classroom where the teacher creates a culture for an effective teaching learning and implementing some sort of regulations and discipline in the classroom.

In the same vein, Joy, Margaret and Ndubuisi (2014) asserted that an effective classroom management competency involves clear communication of behaviour and academic expectations as well as a cooperative learning environment. This is to ensure an environment and the culture within the classroom which helps the teacher to make his teaching effective and the learner to gain knowledge and skills in the supportive atmosphere and it is reasonable to note that, the function of classroom management with to the background and the values of students to

business education courses are not the same. This is because the learners possess different set of values and different cultural background. Nauman (2020) also identified different classroom management strategies to include: communication skills, student management skills, content management skills, time management skills and pedagogical skills. He added that for classroom management to be successful, there is need for planning of classroom activities, establishing rules and developing ways to enforce the rules by the teacher in the classroom; and for rules to be effective, students need to be treated with respect, which is also essential part of classroom management.

Furthermore, Ritu (2017) explained that classroom management aims at establishing students' self-control through a process of promoting positive student's achievement and behaviour. Thus, academic achievement, teacher efficacy, and teacher and student behaviour are directly linked with the concept of classroom management. Teachers should develop caring, supportive relationships with and among students; organise and implement instruction in ways that optimise students' access to learning; they may use group management methods that encourage student engagement with academic tasks; promote the development of student social skills and self-regulation; and use appropriate interventions to assist students who have behaviour problems. Classroom management allows the teacher to control the learning and direction of their classroom in collaborative learning. A human relations skill is an aspect of classroom management that enables a teacher to work effectively through and with other people. Human relations includes a desire to understand others, their needs and weaknesses, and their talents and abilities because the lecturers relationship with the students is the key to success or failure in business education programme. Marihot (2017) opined that human relations is the relationship amongst human beings to create

conducive atmosphere. Human relations refers to the interpersonal and group interactions of employees. It is individuals ability to interact in a healthy way with other people to build effective relationships. It is the study of group behaviour for the purpose of improving interpersonal relationships and mutual respect for one another. Human Relation is a harmonious relationship, created as a result of awareness and willingness to incorporate individual's desire to address common interests.

Bagudu and Dibrari (2020) noted that for business education lecturers to maintain high quality of classroom management, they must: develop caring, supportive relationships with and among students; organise and implement instruction in ways that optimise students access to learning; encourage students engagement in academic tasks, which can be done by using group management methods; promote the development of students social skills and self-regulation by making students responsible for their behaviours; be able to use appropriate interventions to assist students with behaviour problems. Business Education is one of the courses offered in academic programmes in Universities, which the aim and objective is providing learning situation for acquisition of skills by students who uses such skills in their work place, managing their own business to sustain livelihood and contribute positively to the economy.

Business Education can be seen as education that prepares the beneficiaries for gainful employment and sustainable livelihood. Eneasoba and Mmuo (2018) saw Business Education as a tripartite programme of instruction which prepares the recipient or the learner to be a business education teacher, and office worker or to be an entrepreneur. Business Education which is offered at universities and colleges of education is concerned mainly with the development of relevant and saleable skills and knowledge that would enable an

individual to function effectively in the world of work. Igberaharam (2012) also described business education as a systematic and organised programme of instruction aimed at transmitting business knowledge, skills, ideas, aptitude and technical know-how to recipients which is required for usage in business offices and for teaching others. Furthermore, Onyesom and Okolocha (2013) defined business education as the intellectual and vocational preparation of students for earning a living in the contemporary industrial and business environment. Onokpanu (2016) further posited that business education is that aspect of general education that prepares students for employment and advancement in a broad range of office occupations, accounting profession, marketing occupations, teaching profession and entrepreneurship venture.

In the same vein, Igboke (2012) defined business education as that aspect of the total educational programme that provides the knowledge, skills, understanding and attitudes needed to perform in the business world as producers and/or consumers of goods and services that business offers. Ukata, Wechie, and Nmehielle (2017) noted that Business Education is a programme that prepares students for careers in business for both private and public sectors, through inculcating in them practical skills, knowledge about or usefulness in the world of business. The need for Business Education has continued to attract the attention of every government and the policy makers because of the increasing unemployment. According to Vivian (2017) business education is a wide array of courses that are meant to teach students of various ages about the fundamental principles of business. These include business management, business law, entrepreneurship, economics, computer among others.

It is an educational programme that prepares students for entry into and advancement in jobs within business and prepares them to handle their own business affairs to function

intelligently as consumers and citizens in a business economy. Business education (as education for and about business or training of its recipient on relevant skills for office occupations) enables its recipients to achieve total development. Business education as a vocational subject is designed to prepare students for the world of work both as employees and as employers. According to Dhaka (2011), business education typically prepares students for occupations in business and business related fields. Recipients of business education are capable of being gainfully employed in various offices or become self-employed. Business education is defined as that part of the curriculum that enables the students to make informed decisions in the everyday business of living thereby contributing to the students understanding of the world of business. It therefore encourages a positive attitude to enterprise and development of appropriate skills in that field. Business education students need leadership skills in order to be effective in their chosen field of work.

Chibuiké (2013) opined that business education is a field of study designed to develop in the youth appropriate competencies in business practices. The author further stressed that it is also a type of education that helps someone to learn the fact, acquire the skills, develop abilities, solve problems and be able to have business-like attitudes useful for success in business situations. Business education is an option of vocational and technical education that is designed to prepare students for the world of work and for self-reliance. Globally, business education courses are aimed at equipping the individuals with knowledge, skills, vocations and attitudes needed to manage personal business as well as function effectively in the economic system (Njoku, 2015).

In other words, business education enables students to obtain economic roles as consumers, workers and citizens. It also

gives the student a background instruction that assists and prepares him for a vocational carrier and for business management. Business Education according to Nwagwu and Azih (2016) is a vocational programme that equips the recipients with skills, attitudes, knowledge and understanding needed for effective participation and contribution as producers and/or consumers of business products. It therefore means that Business Education prepares individuals who will adequately participate in business activities and also equips individuals with business knowledge and skills. One of the aims of Business Education is to produce graduates that are equipped with vocational skills and competency required in modern offices and schools. These skills include: telecommuting, e-cottage, storing and forwarding of voice system, teleconferencing, computer output microfilm, facsimile etc. These skills will help them in handling assignment, writing ICT-based examination, presenting seminars, to be effective in research and also packaging messages, disseminating message and receiving messages in modern offices. In light of the above, Business Education programmes should implement some ICT innovations to equip and improve the competency of its learners with modern learning techniques which could familiarize them with modern office technology in and outside tertiary institutions. Competency is the ability to work with an integration of knowledge, competencies, skills and personal values based on experience and learning in performing the task professionally and effectively and efficiently.

Adameji (2014) explained that competency means the ability to be a competent, to have adequate possession of required skills and knowledge, qualification or capacity. Competency in a cogent term that reflects the ability to do something in contrast with more traditional ability to demonstrate knowledge. Therefore, competency is the ability to possess knowledge and skills to perform a task efficiently. When a business education

lecturer possesses the requisite competency, he will be able to impart on the lives of business education students positively.

The importance of Business Education is very enormous to the nation because when people acquire the skill they are transformed into entrepreneurship and become employers of labour and over dependence on government for job creation will be minimised. The high rate graduate turning out from our Universities is on the high side, therefore if the gap of unemployment is not filled up there will be much increase in the social vices and youth restiveness, this is why Business Education is needed with an optimum focus toward entrepreneurial education. Therefore, this study intends to determine the classroom management skills required for effective teaching and learning of business education in Universities in South East Nigeria.

Statement of the Problem

Business Education is an aspect of the total educational programme that provides the knowledge, skills, understanding and attitudes needed to perform in the business world as producers and/or consumers of goods and services that business offers. This can only be achieved in a well-managed classroom environment. Proper Classroom management leads to class control, conducive teaching and learning environment which will result to acquisition of skills. Improving quality of teaching business education depends on the lecturers' in-depth knowledge of classroom management skills among others. However, there is a rising problem of underemployment and unemployment resulting to poverty and all forms of social ills. The high rate of graduates turning out from our higher institutions is on the high side. Hence without acquiring the necessary skills to fit into the world of work there will be high increase in social vices and youth restiveness. Therefore, this study determined the classroom management competencies for

effective teaching and learning of business education in public universities in South East Nigeria.

Research Questions and Hypotheses

The following research questions guided the study:

1. What are the classroom management competencies for effective teaching and learning of Business Education in public universities in South East, Nigeria?
2. What are the human relations competencies for effective teaching and learning of Business Education in public universities in South East Nigeria?

The following hypotheses were also tested at 0.05 level of significance.

HO₁: There is no significant difference in the mean ratings of male and female business educators on the classroom management competencies for effective teaching and learning of business education in public universities in South East, Nigeria.

HO₂: There is no significant difference in the mean ratings of male and female business educators on the human relations competencies for effective teaching and learning of business education in public universities in South East, Nigeria.

The Dreyfus Model of Skill Acquisition

The Dreyfus model of skill acquisition was developed by Stuart and Hubert Dreyfus in 1980 through their research carried out at the University of California, U.S. It examines the mental activities involved in directed skill acquisition. An individual through instruction and experience goes through five developmental stages. There is need for a systematic progression from abstract to more concrete experiences in order to achieve growth and advancement in the task environment. The Dreyfus model of skill acquisition identifies five stages of learning that people go through when

they acquire new skills (Dreyfus, 2004). These stages are:

Novice: the novice merely follows the rules and principles which are context-free.

Advanced Beginner: begins to develop understanding of relevant context and notes instruction. Learning can be done in a detached, analytic frame of mind as the learner follows instruction.

Competent: learns through instruction and experience

Proficient: rules and principles are replaced by situational discrimination. The learner sees goals and salient aspect but does not see what to do to achieve the goals.

Expert: The expert sees what needs to be achieved and sees immediately how to achieve the goal. He also has the ability to make subtle and refined discrimination.

This model of skill acquisition can be used to assess the level of development of competencies and skills as new learning and growth takes place. The Dreyfus model assumes that the longer one practices, the more competent he or she becomes at a job or task. Each stage requires time and practice. It is important that every learner initially follows direct rules and guidelines to learn a task, then with experience, he or she will move from being proficient to an expert. Hence, there is need for business education lecturers to strive through the stages to become expert in the practice of teaching and learning by imbibing practices that guarantee advancement as proposed by this model like classroom management and human resources management.

Method

The descriptive survey research design was

used in this study. The population of the study was all 145 (37 males and 108 females) business education lecturers in all public universities in South East, Nigeria. No sample was used because the population is not large. A four point rating scale questionnaire titled: Classroom management competencies for effective teaching and learning of Business Education (CMCFTLBE) containing 19 items with the response type of strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD) was used for data collection. The instrument was validated by experts in the field. Test-re-test method was used to ascertain the reliability of the instrument. A reliability coefficient value of 0.72 was obtained using Cronbach Alpha correlation coefficient. Data were collected by researchers with the help of five research assistants. Mean and standard deviation were used to answer the research questions and determine the homogeneity of the respondents' ratings respectively. The decision was based on the cluster mean score in relation to the boundary mean score of 2.50. A cluster with mean score equal to or above 2.50 was agreed while the one with mean score less than 2.50 were disagreed. t-test was used to test the hypotheses at 0.05 level of significance. The null hypothesis was not rejected where the t-calculated value is less than the t-table value at the significant level of 0.05 and rejected if the t-calculated value is equal to or greater than the t-table value at the significant level of 0.05.

Results

The results of the study are presented in tables in the next page:

Table 1: Responses on the classroom management competencies for effective teaching and learning of Business Education in public universities in South East Nigeria.

S/N	Item Statement: The classroom management competencies for effective teaching and learning of Business Education in public universities in South East Nigeria?	Mean	SD	Decision
1	Ability to apply rules to ensure order in the class.	3.08	1.18	A
2	Ability to move round the classroom while teaching for effective learning	1.81	0.91	D
3	Ability to arrange classroom for free movement of students	2.17	0.82	D
4	Ability to maintain an orderly, conducive and safe classroom	3.08	1.07	A
5	Ability to manage time effectively	3.36	0.85	A
6	Ability to approach the class in a way to recognise students' needs	3.10	0.71	A
7	Ability to make teaching interesting for students	3.17	1.06	A
8	Ability to monitor students behaviour to ensure good behaviour	3.31	0.92	A
9	Ability to manage students continuous assessment	3.02	0.70	A
10	Ability to reward students achievement	1.88	0.71	D
	Cluster Mean	2.80	0.89	A

From table 1, it is clearly shown that the respondents agreed with cluster mean of 2.80 that some of the classroom management competencies for effective teaching and learning of Business Education in public universities in South East Nigeria includes ability to apply rules to ensure order in the class, maintain an orderly, conducive and safe classroom, manage time effectively, ability to approach the class in a way to recognise students' needs, make teaching interesting to students, monitor students behaviour to ensure good conduct and ability

to manage students continuous assessment. However, item analysis indicates that with a mean rating below 2.0 but above 1.49, the respondents disagreed on ability to move round the classroom while teaching for effective learning, ability to arrange classroom for free movement of students and ability to reward students achievement as classroom management competencies for effective teaching and learning of Business Education in public universities in South East Nigeria. The standard deviations range from 0.70 to 1.18 indicating close affinity in the responses.

Human relations competencies for effective teaching and learning of Business Education in public universities in South East Nigeria

The table overleaf presents the result for the human relations competencies.

Table 2: Responses on the human relations competency for effective teaching and learning of Business Education in public universities in South East Nigeria.

S/N	Item Statement: The human relations competency for effective teaching and learning of Business Education in public universities in South East Nigeria?	Mean	SD	Decision
11	Ability to develop closeness and warmth with the students	3.31	0.87	Agreed
12	Ability to maintain a positive attitude	3.09	0.66	Agreed
13	Ability to attain to students needs and complaints	3.02	0.70	Agreed
14	Ability to complement genuinely students efforts	3.21	1.03	Agreed
15	Ability to infuse qualities of good character into teaching	3.31	0.92	Agreed
16	Ability to model courtesy and good manners	2.99	0.74	Agreed
17	Ability to give attention to students	3.17	1.06	Agreed
18	Ability to show continual willingness to help students	3.08	1.07	Agreed
19	Ability to use verbal and behavioural reinforcers to improve students learning	3.08	1.18	Agreed
Cluster mean		3.14	0.91	Agreed

Table 2 indicates that the respondents agreed with cluster mean of 3.14 that the human relations competency for effective teaching and learning of Business Education in public universities in South East Nigeria are ability to develop closeness and warmth with the students and positive altitude, attend to students' needs and compliment genuinely students' efforts, ability to model courtesy

and good manners and give attention to students, ability to show continual willingness to help students and to use verbal and behavioural reinforcers to improve students' learning. The standard deviations range from 0.70 to 1.18 indicating close affinity in the responses.

Test of Hypotheses

Table 3: Summary of t-test analysis of mean ratings of male and female business educators in universities on the classroom management competencies for effective teaching and learning of business education in public universities in South East Nigeria.

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 MALE – FEMALE	.0100	.68781	.06183	.00997	.02114	.416	138	.517

Table 3 shows that the t-calculated (0.416) is less than the critical value of 1.96, therefore it is concluded that there is no significant difference in the mean ratings of male and

female business educators on the Classroom Management competencies for effective teaching and learning of business education in public universities in South East Nigeria.

Table 4: Summary of t-test analysis of mean ratings of male and female business educators in universities on the human relations competency for effective teaching and learning of business education in public universities in South East Nigeria.

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 MALE – FEMALE	.0200	.48610	.04113	.01992	.02581	.359	138	.582

The t-calculated (0.359) is less than the critical value of 1.96; therefore, it is concluded that a significant difference does not exist in the mean ratings of male and female business educators on the human relations competency for effective teaching and learning of business education in public universities in South East Nigeria.

Discussions

The discussion of findings was done in line with the research questions. Research question 1 addressed classroom management competencies for effective teaching and learning of Business Education in public universities in South East Nigeria which includes ability to apply rules to ensure order in the class, maintain an orderly, conducive and safe classroom, manage time effectively, ability to approach the class in a manner to recognise students' needs, make teaching interesting to students, monitor students' behaviour to ensure good conduct and ability to manage students continuous assessment. Order and conducive environment ensure effective teaching and learning of business education. Where there is chaos in the class, teaching

and learning will be hampered both for the students and the business education lecturer. According to Ritu (2015) classroom management is aimed at establishing students' self-control through a process of promoting positive student achievement and behaviour. Thus, academic achievement, teacher efficacy, and teacher and student behaviour are directly linked with the concept of classroom management. Proper classroom management leads to class control and conducive teaching learning environment. The findings according to null hypothesis three showed that there is no significant difference regarding the 10 items on the mean ratings of male and female business educators on the classroom management competency needs of business education lecturers for effective teaching of Business Education in public universities in South East Nigeria. This depicted that gender of the respondents had no implication on the identified classroom management competency needs.

Research question 2 focused on human relations competency for effective teaching

and learning of Business Education in public universities in South East Nigeria and it revealed that the ability to develop closeness and warmth with the students and positive attitude, attention to students needs and genuinely complimenting students efforts, ability to model courtesy and good manners and give attention to students, ability to show continual willingness to help students and to use verbal and behavioural reinforcers to improve students learning. All these human relation competencies build up confidence in the students, act as booster or motivation as well as increase their interest in the learning of business education. In turn, it makes teaching effective, refreshing and a bit easier for the business education lecturers. This is in line with the study of Nwaukwa & Nwagu (2020) on the competency needs of teachers of Business Studies for effective teaching of business studies in Junior Secondary School in Abia State, Nigeria. The findings revealed that teachers of business studies rarely apply pedagogical, human relations and classroom management competencies for effective teaching and learning of business studies. The findings according to null hypothesis four showed that there is no significant difference regarding the 10 items on the mean ratings of male and female business educators on the human relations competency needs of business education lecturers for effective teaching of Business Education in public universities in South East Nigeria. This depicted that gender of the respondents had no implication on the identified human relations competency needs for effective teaching and learning of business studies.

Conclusion and Recommendation

From the findings and discussion, it is concluded that classroom management competencies are highly required for all business education lecturers in Universities in the South East for effective teaching and learning of business education. Such competencies include among others, ability to apply rules to ensure order in the class,

maintain an orderly, conducive and safe classroom, and manage time effectively; ability to approach the class in a way to recognise students' needs, make teaching interesting to students, monitor students behaviour to ensure good conduct and ability to manage students' continuous assessment.

On the basis of the findings, it is necessary that:

1. Business education lecturers in public universities in South East, Nigeria should aggressively pursue self-development of classroom management competencies. This they can do through self-sponsorship to workshops, conferences, symposia and seminars.
2. All business education departments in public universities in the South East and by extension in other geopolitical zones of Nigeria should establish ICT hub to learn best global best practices to enhance classroom management.

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