

PERCEIVED IMPLEMENTATION OF CLASSROOM MANAGEMENT STRATEGIES FOR ENHANCING STUDENTS LEARNING EXPERIENCE AND SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN SOUTH-EAST NIGERIA

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ABSTRACT

The study examined perceived implementation of classroom management strategies for enhancing students learning experience and satisfaction in public secondary schools in South-East Nigeria. Three research questions and three null hypotheses were formulated and used for the guide. The study adopted a descriptive survey Design. The population of the study consisted of 14,480 public secondary school teachers in South-East Nigeria. The study sampled 1,448 teachers, 344 male and 1,104 female representing the 10% of the population, using stratified random sampling techniques. The instrument for data collection was structured questionnaire titled: Perceive Implementation of Classroom Management Strategies Questionnaire, (PTICMSQ). The instrument was validated by three experts. The reliability of the instrument was determined using Product Pearson's Product Moment Correlation and yielded an index of 0.84 respectively. Data collected were analyzed using mean score and rank order for the research questions while Z-test statistics was used to test the null hypotheses at 0.05 alpha significant levels. The finding revealed that implementation of the classroom management strategies in the area of planning the class, organizing the class and controlling the class enhanced students learning experience and satisfaction in public secondary schools in South-East Nigeria. The study further revealed that there was no significant difference between responses of male and female teachers on the variables. Based on the findings, it was recommended that stakeholders in education should build capacity of teachers on the implementation of classroom management strategies through seminars, workshops and conferences.

Keywords: Implementation, Classroom management strategies, Students' learning experience

INTRODUCTION

Generally, education is considered to be an important investment in human and national development. In Nigeria, as in other developed and developing countries, there is an increasing demand for effective implementation of classroom management strategies and a growing emphasis in addressing what goes in the classroom environment. There is also the growing need to adjust and cope with problems in the constant reforms taking place in the educational sector across the globe. Expectedly therefore, secondary education is one of the components of every educational system across the world and it is the vehicle for providing all primary school leavers with a higher level educational opportunities required for the development of their skills, competences and personality characteristics. According to National Policy on Education (NPE, 2013), secondary education is the education which children receive after primary education and before tertiary institution with a view to preparing them for useful living within the society and higher education. Objectives of secondary education is to provide a trained manpower in the applied science, technology and at sub-professional grades, offer diversified curriculum to cater for the differences in talents, opportunities and future roles, raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens, and inspire students with a desire for self-improvement and achievement of excellence among others. In consonance with the foregoing, it is vital to note that the achievement of the foregoing specific objectives of secondary education demands effective implementation of classroom management strategies which is the pivot of enhancing students learning experience and satisfaction in teaching and learning process at all level of educational system.

Classroom management strategies entails teachers' ability to create, implement and maintain a learning environment with available resources- human and materials within classroom setting. Chukwu (2018) states that

classroom management strategy is a set of concepts, procedures and tools designed to assist leaders and managers (classroom officers) with their tasks. It is a disciplined effort to produce fundamental decisions and actions that shape and guide what goes on in an organization (classroom setting). It is a concepts, procedures and tools designed to help classroom officers, managers and others think and act strategically in behalf of their institutions and their institutions stakeholders. Classroom management strategies close gaps between where an institution is now and were it wants to be in future in the light of its analysis of the environments. It analyzes the internal strengths and weakness, external opportunities and threats and drawn up implementation strategies/plans, which include action plans, people responsible and time frame, controlling the environment and draws up evaluation criteria. Oboegbulem and Onwurah (2011) states that classroom management strategies is a term used by teachers to describe the process of ensuring that classroom lesson run smoothly despite descriptive behavior by students.. Ademola and Waheed (2006) posits that classroom management strategies is the systematic process of using both human and material resources, proper leadership style and appropriate teaching methods to effectively and efficiently achieve identified classroom objectives. In a similar vein, Ajayi (2004) posits that classroom management strategies enables teachers to create conducive conditions that facilitate effective teaching and learning, and prevent disruptive behaviour that impact negatively on teaching and learning process.

Therefore, classroom management strategies involves the process by which teachers develop a well-planned controlled, motivated and organized classroom setting where specific routines have been established in other to ensure smooth running and functioning of all the activities in the classroom. Classroom management process refers to as methods/strategies of dealing with the various ways in which human and material resources are utilized to achieve set goals in the organization – classroom setting. These processes/ strategies include such elements as planning, decision making, organizing, coordinating, motivating, directing, evaluating, staffing and budgeting (Chukwu, 2018). Within the classroom setting, virtually all the various aspect of the school programmes and activities should be planned. According to Oboegbulem and Onwurah (2011), planning is the process of deciding in advance, the methods and procedures which an individual, group or organization intends to follow in order to accomplish its other objectives. Yepwi (2007) asserts that basically, planning strategies is comprehensive, a mission objectives and planned activities, a detailed road map of the direction and course that an organization intends to follow in conducting its activities. The important thing in planning is to decide in advance the objectives to be achieved and how to utilize the available resources in achieving these objectives. This is because these strategies, remains a theoretical postulation unless it is implemented in the classroom setting. It is only when those strategies are implemented that one can decipher whether the objectives were realized or not.

Implementation is the process of translating programmes/policies into actions and presumptions into results through the various projects and programmes planning, organizing, motivating and controlling strategies (Chukwu, 2016). According to Merriam-Webster's collegiate Dictionary (2001), Implementation is the completion of actions and tasks that the plans laid out. Implementation is the carrying out, execution, or practice of plan, a method or any design for doing something. As such, implementation is the action that must follow any preliminary thinking in order for something to actually happen. For Deklnyver and Pearce (2003), Implementation is a hands-on operation and actions oriented human behavioural activity that calls for executive leadership and key managerial skills. In this end, Emenogu (2010) states that implementation actually refers to the application, affection and administration of a policy into reality.

A variety of strategies are involved in implementation of programmes of action in classroom management that may include issuing and enforcing activities, disbursing funds, check experience and agender setting, collecting data and analyzing problems, assigning duties and responsibilities and making informed decisions (Nweke, 2006). Chukwu (2016) therefore emphasizes the importance of effective implementation strategies necessary in the classroom management settings as (a) developed impact the plan (b) tract and monitor progress as well as review or revive plan. In the classroom environment, teachers implements programmes of actions through these strategies - planning the class, organizing the class, motivating the class, copying lecture notes, controlling the class, and evaluating the class (Chukwu, 2018). Wikipedia (2014) defines implementation as the carrying out, execution or any practice of a plan or method/strategies or any design for doing something. This study adopts the definition of Chukwu (2016) who defines implementation as a systematic process of putting into action what has been planned. In classroom setting, teachers plan on how to execute their classes in order to achieve the results; such plan required presupposed actions or strategies, so as to achieve the pre-stated goals. Implementation of classroom management strategies is however, used inter changeably with effective classroom management processes in this study.

Empirically, Chukwu (2016) carried out a study on Personnel Policy Implementation and Teachers retention among secondary schools in South-East State, Nigeria. the study revealed that implementation strategies goes with various projects and programmes, planning, organizing, motivating and controlling. Also Ajaegbu and Eze (2010) carried out a study on the impact of classroom management strategies on retention and achievement of public secondary school students in Imo State. The study revealed that implementation of strategies of any kind involved programmes of action-classroom management that may include issuing and enforcing activities, chalk experience and gender setting, assigning duties and responsibilities and making inform decision. So in classroom setting, implementation of policies

and programmes of action required planning, organizing and controlling the activities of the students in order to achieve the pre-supposed goals and objectives. Similarly, Ikediugwu (2015) carried out a study on strategic plan implementation and monitoring in secondary schools in Anambra State, the study revealed that Urban secondary schools significantly differs from the rural secondary schools in terms of implementation and also discovered that principals have inadequate understanding on strategic planning process in both urban and rural secondary schools in Anambra State.

A study by Annah, Kombo & Kajalo (2015) on Teachers classroom strategy for enhancing students' performance in public secondary schools in Nandi County, Kenya, revealed that in order to enhance students' learning experience, there should be a well-planned, controlled, motivated and organized classroom where specific routines have been established by the teachers to ensure smooth running and functioning of all the activities in the classroom. Similarly, Ukpia and Chukwu (2017) carried out a study on perception of principals and teachers on classroom management strategies for effective teaching and learning in secondary schools in Abia State the study revealed for effective teaching and learning to take place, the school and the teacher should ensure that classroom environment is conducive and attractive for teaching and learning to take place, they should also ensure that there is an adequate provision and effective use of instructional materials in teaching and learning process, controlling of disruptive behaviour and maintaining high standard classroom discipline among others. Nonetheless, in spite of the significant role of classroom management strategies in facilitating effective teaching and learning in secondary school, classroom management activities and its management strategies by the teachers in public secondary schools in south East, Nigeria appear not to be effectively implemented.

Statement of the Problem

Classroom management is one of the major factors that influence students' academic achievements and performance. As matter of fact, for effective teaching and learning to take place, teachers must be able to maturely and efficiently manage learners' disruptive behaviour such as fighting, noise making, close observation, arrangement of classroom learning materials and response to students who suffer from poor sight (vision), poor reading, poor writing, poor spelling, slow learning, low self esteem, and so on. The importance of classroom management strategies to teaching and learning can never be overemphasized. This is because; classroom environment should be conducive and attractive for teaching and learning to take place. For this to be achieved, there is the need to ensure that adequate provision and effective use of instructional materials in teaching and learning process, and monitoring high standards classroom discipline among others is maintained by the teacher. However, despite the importance of classroom management strategies in the enhancement of students' Learning Experience and Satisfaction, it has been observed in recent time that Nigerian education institution in general and South-East, Nigeria in particular has experienced a number of setback in area of implementation of classroom management strategies. This has resulted in not actualizing fully the aims, goals and objectives of education as evidenced in the inability of students to practically implement what they have been taught outside the classroom. Other problems arising from this includes; students' poor performances in internal and external examinations, aggressive and antisocial behavior, disruptive behavior, low self esteem among students, examination malpractices, increase in the rates of school dropout and unplanned, unmotivated, unorganized and poorly controlled classrooms. It is therefore necessary to investigate implementation of classroom management strategies for enhancing students learning experience and satisfaction in public secondary schools in South East, Nigeria so as to close the gap in knowledge. The broad question to answer in this study is: to what extent does implementation of classroom management strategies in the area of planning, organizing and controlling the class enhance students' learning experience and satisfaction in public secondary schools in South East, Nigeria?

Purpose of the Study

The general purpose of the study was to examine the extent to which implementation of classroom management strategies in the area of planning, organizing and controlling the class enhances students' learning experience and satisfaction in public secondary schools in South-East Nigeria. Specifically, the study sought to:

1. examine the extent of implementation of classroom management strategies in planning and satisfaction in public secondary schools.
2. find out the extent of implementation of classroom management strategies in organizing and satisfaction in public secondary schools.
3. determine the extent of implementation of classroom management strategies in controlling and satisfaction in public secondary schools.

Research Questions

The following research questions guided the study.

1. To what extent does implementation of classroom management strategies in planning and satisfaction in public secondary schools?
2. To what extent does implementation of classroom management strategies in organizing and satisfaction in public secondary schools?

- To what extent does implementation of classroom management strategies in controlling and satisfaction in public secondary schools?

Research Hypotheses

The following null hypotheses were formulated to guide the study:

- Ho₁** There is no significant differences between the mean scores of male and female teacher on the extent to which implementation of classroom management strategies in planning and satisfaction in public secondary schools.
- Ho₂** There is no significant differences between the mean scores of male and female teacher on the extent to which implementation of classroom management strategies in organizing and satisfaction in public secondary schools.
- Ho₃** There is no significant differences between the mean scores of male and female teacher in on the extent to which implementation of classroom management strategies in controlling and satisfaction in public secondary schools.

MATERIALS AND METHODS

The study adopted a descriptive survey design with the population of 14480 teachers in the public secondary schools in South East, Nigeria. The sample size for the study was 1448 teachers which constitute 10% of the population. Proportionate stratified sampling was used to select 1104 female and 344 male teachers across the 5 States. 187 female teachers and 69 male teachers from Abia State, 255 female teachers and 79 male teachers from Anambra State, 149 female teachers and 61 male teachers from Ebonyi state, 267 female teachers and 72 male teacher from Enugu State and 246 female teachers and 63 male teachers from Imo State making it a total 1448 male and female teachers. The reliability of the instrument was determined using Product Pearson’s Product Moment Correlation and yielded an index of 0.84 respectively. The instrument was validated by three experts, two from the Department of Educational Foundations (Administration and Planning), one from the Department of Science Education (Measure and Evaluation), Faculty of Education, University of Nigeria Nsukka. 15 structured item questionnaires were designed to elicit opinion of teachers on the extent of implementation of classroom management strategies in the public secondary schools in South East, Nigeria. The items were structured on a modified 4 points Likert’s scale of Very High Extent (VHE); High Extent (HE); Low Extent (LE), and Very Low Extent (VLE) weighted 4, 3, 2 and 1 point respectively. Mean Score and rank order were used to answer the research questions and Z-test statistics was used to test the null hypotheses at 0.05 alpha significant level. To answer the research questions, a criterion mean score of 2.50 was calculated to judge the mean responses of the respondents. Thus, any mean response above 2.50 was considered favourable opinion while mean response below 2.50 was considered otherwise.

RESULTS

Research Question One: To what extent does implementation of classroom management strategies in planning and satisfaction in public secondary schools?

Table 1: Mean and Rank of Teachers’ Responses on the Extent to which planning Classroom Strategies to enhances Students’ Learning Experience and Satisfaction

S / N	Cluster A. Planning the Class Strategies	Male teachers \bar{X}_1	Female teachers \bar{X}_2	Mean score	Rank order	Remarks
1	Implementation planning strategies makes lesson easier for both the teachers and the students	2.89	2.82	2.86	1 st	Accepted
2	It encourages logical and sequential presentation of lesson	2.94	2.74	2.84	2 nd	Accepted
3	It build confidence in teaching	2.90	2.77	2.84	2 nd	Accepted
4	Gives direction to the process of lesson delivery by the teacher	2.83	2.71	2.77	4 th	Accepted
5	It creates room for proper utilization of teaching aids at the appropriate time	2.73	2.75	2.74	5 th	Accepted
Aggregate mean score $\Sigma \bar{X}$		2.86	2.76	2.81		Accepted

Data in Tables 1 show that the cluster mean of the 1 – 5 items was 2.81. This mean is above the real limit of 2.50 of a 4-point rating scale. Hence, the respondents to a high extent agreed that implementation of classroom management strategies in area of planning the class enhance students’ learning experience and satisfaction in public secondary schools in South East, Nigeria. Following the rank order ranging from 1st to 5th the mean scores aggregate of 2.86 was

recorded for male teachers and 2.76 for female teachers while the cumulative mean score 2.81 was obtained which showed that both male and female teachers accepted the items in the Tables 1. Therefore, implementation of classroom management strategies in area of planning the class, enhance students learning experience and satisfaction in public secondary schools in South East, Nigeria.

Table 2: Z- test of teacher on the Extent to which planning Classroom Strategies enhances Students’ Learning Experience and Satisfaction.

Source of variation	N	\bar{x}	Variance	SD	Df	Z-cal	Critical Value	Remark
Male teachers	344	2.86	0.7134	0.78				
Female Teachers	1104	2.76	0.8328	0.94	1446	0.96	± 1.96	Accepted

The results presented in Table 2 indicates that there is no significant difference between mean scores of male and female teachers on the extent implementation of classroom management strategies in area of planning the class enhance students’ learning experience and satisfaction in public secondary schools in South East, Nigeria. The calculated z-value of 0.96 has a probability value of 1.96 and therefore not significant at .05 level of significance. . Since the calculated z-value have probability values that is above 0.05 levels, the null hypothesis of no significant difference between mean scores of male and female teachers on planning the classroom strategy is retained is retained. Consequently, gender has no significant influence on the extent to which implementation of classroom management strategies in area of planning the class enhance students’ learning experience and satisfaction in public secondary schools in South East, Nigeria.

Research Question Two: To what extent does implementation of classroom management strategies in organizing and satisfaction in public secondary schools?

Table 3: Mean and Rank of Teachers’ Responses on the Extent to which Organizing Classroom Strategies enhances Students’ Learning Experience and Satisfaction

S/ N	Cluster B. Organizing the Class Strategies	Male teachers \bar{x}_1	Female teachers \bar{x}_2	Mean score	Rank order	Remarks
6	Assigned students of task that allow for a fair division of labour	3.07	2.66	2.87	1 st	Accepted
7	Create assignment that fits students skills and abilities	2.77	2.86	2.82	2 nd	Accepted
8	Set up competitions among the students	2.91	2.70	2.81	3 rd	Accepted
9	Create group task that require independence	2.90	2.66	2.78	4 th	Accepted
10	Classroom sitting arrangement	2.52	2.67	2.60	5 th	Accepted
Aggregate mean score $\Sigma \bar{X}$		2.83	2.78	2.81		Accepted

Data in Tables 3 show that the cluster mean of the 6 – 10 items was 2.81. This mean is above the real limit of 2.50 of a 4-point rating scale. Hence, the respondents to a high extent agreed that implementation of classroom management strategies in area of Organizing the class enhance students’ learning experience and satisfaction in public secondary schools in South East, Nigeria. Following the rank order ranging from 1st to 5th the mean scores aggregate of 2.83 was recorded for male teachers and 2.78 for female teachers while the cumulative mean score 2.81 was obtained which showed that both male and female teachers accepted the items in the Tables 3. Therefore, implementation of classroom management strategies in area of organizing the class, enhance students learning experience and satisfaction in public secondary schools in South East, Nigeria.

Table 4: Z- test of teacher on the Extent to which Organizing Class Strategies enhances Students’ Learning Experience and Satisfaction

Source of variation	N	\bar{X}	Variance	SD	Df	Z-cal	Critical Value	Remark
Male teachers	344	2.83	0.6084	0.73				
Female Teachers	1104	2.78	0.8649	0.93	1446	0.99	± 1.96	Accepted

The results presented in Table 4 indicates that there is no significant difference between mean scores of male and female teachers on the extent implementation of classroom management strategies in area of organizing the class enhance students’ learning experience and satisfaction in public secondary schools in South East, Nigeria. The calculated z-value of 0.99 has a probability value of 1.96 and therefore not significant at .05 level of significance. Since the calculated z-value have probability values that is above 0.05 levels, the null hypothesis of no significant difference

between mean scores of male and female teachers on organizing the classroom strategy is retained. Consequently, gender has no significant influence on the extent to which implementation of classroom management strategies in area of organizing the class enhance students’ learning experience and satisfaction in public secondary schools in South East, Nigeria.

Research Question Three: To what extent does implementation of classroom management strategies in controlling and satisfaction in public secondary schools?

Table 5: Mean and Rank of Teachers’ Responses on the Extent to which controlling Classroom Strategies enhances Students’ Learning Experience and Satisfaction

S/N	Cluster C. Controlling the Class Strategies	Male teachers \bar{x}_1	Female teachers \bar{x}_2	Mean score	Rank order	Remarks
11	Manage facilities and equipment in the class	2.73	2.82	2.78	1 st	Accepted
12	Apply corrective measures for students	2.75	2.75	2.75	2 nd	Accepted
13	Supervision/monitoring	2.78	2.71	2.75	2 nd	Accepted
14	Assign responsibilities to students	2.69	2.74	2.72	4 th	Accepted
15	Keep classroom records	2.66	2.77	2.71	5 th	Accepted
Aggregate mean score $\sum \bar{X}$		2.72	2.76	2.74		Accepted

Data in Tables 5 show that the cluster mean of the 11 – 20 items was 2.74. This mean is above the real limit of 2.50 of a 4-point rating scale. Hence, the respondents to a high extent agreed that implementation of classroom management strategies in area of controlling the class enhance students’ learning experience and satisfaction in public secondary schools in South East, Nigeria. Following the rank order ranging from 1st to 5th the mean scores aggregate of 2.72 was recorded for male teachers and 2.76 for female teachers while the cumulative mean score 2.74 was obtained which showed that both male and female teachers accepted the items in the Tables 5. Therefore, implementation of classroom management strategies in area of controlling the class, enhance students learning experience and satisfaction in public secondary schools in South East, Nigeria.

Table 6: Z- test of teacher on the Extent to which controlling Classroom Strategies enhances Students’ Learning Experience and Satisfaction

Source of variation	N	\bar{x}	Variance	SD	Df	Z-cal	Critical Value	Remark
Male teachers	344	2.72	0.8281	0.98				
Female Teachers	1104	2.76	0.8328	0.94	1446	0.92	± 1.96	Accepted
Z-cal	=	0.92						
Df.	=	1446						
P	=	0.05						
Result HO ₃	=	Accepted						

The results presented in Table 6 indicates that there is no significant difference between mean scores of male and female teachers on the extent implementation of classroom management strategies in area of controlling the class enhance students’ learning experience and satisfaction in public secondary schools in South East, Nigeria. The calculated z-value of 0.92 has a probability value of 1.96 and therefore not significant at .05 level of significance. Since the calculated z-value have probability values that is above 0.05 levels, the null hypothesis of no significant difference between mean scores of male and female teachers on controlling the classroom strategy is retained. Consequently, gender has no significant influence on the extent to which implementation of classroom management strategies in area of organizing the class enhance students’ learning experience and satisfaction in public secondary schools in South East, Nigeria.

DISCUSSION

The findings of the study show that implementation of classroom management strategies in area of planning the class enhance students’ learning experience and satisfaction in public secondary schools in South East, Nigeria. For instance, both male and female teachers agreed that Implementation planning strategies makes lesson easier for both the teachers and the students, encourages logical and sequential presentation of lesson and build confidence in teaching. They also agree that classroom planning strategies give direction to the process of lesson delivery by the teacher and create room for proper utilization of teaching aids at the appropriate time. Hence, gender has no significant influence on the extent to

which implementation of classroom management strategies in area of planning the class enhance students' learning experience and satisfaction in public secondary schools in South East, Nigeria.

This findings strongly agree with the work of Chukwu (2016) who states that implementation strategies goes with various projects and programmes, planning, organizing, motivating and controlling. This finding also agree with the work of Ajaegbu and Eze (2010) who state that implementation of strategies of any kind involved programmes of action-classroom management that may include issuing and enforcing activities, chalk experience and gender setting, assigning duties and responsibilities and making inform decision. So in classroom setting, implementation of policies and programmes of action required planning, organizing and controlling the activities of the students in order to achieve the pre-supposed goals and objectives. Furthermore, this findings is in agreement with Ogbonnaya (2011) findings which stated that classroom management strategies is a term used by teachers to describe the process of ensuring that classroom lesson run smoothly despite descriptive behavior by students.

Furthermore, the finding of the study reveals that implementation of classroom management strategies in area of organizing the class enhance students' learning experience and satisfaction in public secondary schools in South East, Nigeria. For instance both male and female teachers agreed that when teachers assign students with task that allow for a fair division of labour, create assignment that fits students skills and abilities, Set up competitions among the students, create group task that require independence and properly manage classroom sitting arrangement, students' students' learning experience and satisfaction will be enhanced. This result agree with Oboegbulem (2011) who states that for effective teaching and learning process to take place, teachers should decide in advance, the methods and procedures which he or she intends to follow in order to accomplish his/her outlined objectives. This implies that in order to achieve the pre-supposed aims and objective, teachers must plan their class properly by making sure that they have an outline of detailed steps and strategies they intend to follow in order to drive home their point. Hence teachers are not supposed to jump into the class to teach without adequate planning and preparation.

Finally, the finding of this study reveals that implementation of classroom management strategies in area of controlling the class enhance students' learning experience and satisfaction in public secondary schools in South East, Nigeria. Accordingly, both male and female teachers agreed that management of facilities and equipment in the class, conscientious application of corrective measures to students, Supervision/monitoring, Assigning of responsibilities to students and Keep classroom records enhances students' learning experience and satisfaction. This is in agreement with the findings of Annah, Kombo, and Kayalo (2015) which revealed that in order to enhance students' learning experience, there should be a well-planned, controlled, motivated and organized classroom where specific routines have been established by the teachers to ensure smooth running and functioning of all the activities in the classroom. Similarly, the study is in concomitance with the findings of Ukpia and Chukwu (2017) which revealed that classroom for effective teaching and learning to take place, the school and the teacher should ensure that classroom environment is conducive and attractive for teaching and learning to take place, they should also ensure that there is an adequate provision and effective use of instructional materials in teaching and learning process, controlling of disruptive behaviour and maintaining high standard classroom discipline among others. The implication is that not everyone should teach. Teaching is meant for professionals who are abreast with teaching principles, methods and strategies. This is because without understanding teaching principles, methods and strategies, it will be difficult if not impossible to effectively and efficiently control the classroom in such a way that students will achieve the desired learning experience and satisfaction.

CONCLUSION

From the findings of the study, the study concluded that implementation of classroom management strategies in area of planning the class enhances students' learning experience and satisfaction in public secondary schools in South East, Nigeria. Also, the implementation of classroom management strategies in area of organizing the classroom enhances students' learning experience and satisfaction in public secondary schools in South East, Nigeria. Gender has no significant influence on the extent to which implementation of classroom management strategies in area of organizing the class enhance students' learning experience and satisfaction. Therefore, teachers should assign students with task that allow for a fair division of labour, create assignment that fits students skills and abilities, Set up competitions among the students, create group task that require independence and properly manage classroom sitting arrangement. Finally, Implementation of classroom management strategies in area of controlling the classroom enhances students' learning experience and satisfaction in public secondary schools in South East, Nigeria. Gender has no significant influence on the extent to which implementation of classroom management strategies in area of controlling the class enhance students' learning experience and satisfaction. Consequently, management of facilities and equipment in the class, conscientious application of corrective measures to students, Supervision/monitoring, Assigning of responsibilities to students and Keep classroom records enhances students' learning experience and satisfaction.

RECOMMENDATIONS

Based on the findings, following recommendations were made:

1. Efforts should be made by the stakeholders in education to organize seminar, workshop and conference to inculcate in the teachers this implementation of classroom management strategies to the teachers since they have

accepted that it help in teaching and learning process and as well to enhance students learning experience and satisfactions.

2. Efforts should be made by teachers of public secondary schools in south East Sates Nigeria, to be skillful in their implementation of classroom management strategies to raise the level of students controlling and correcting since such strategies to enhance their learning experience and satisfaction
3. Efforts should be made by educational stakeholders to provide enabling environment that will help teachers to discharge their activities very satisfactorily. Therefore, in the light of providing adequate environment, teachers will put in their best to achieve educational goal by implementing effective and efficient strategies for a better student performance.
4. Efforts should be made by teachers to continuously organize and control the students in the school and classroom activities. These will help both the teachers and the students to discover students' learning ability and talent so as to nature him/her on time.

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