



Classroom Processes, Student Learning and Development

Marilyn U. Ochoma¹

Dept of Curriculum Studies and Instructional Technology

Ignatius Ajuru University of Education

Rumuolomeni - Port Harcourt, Nigeria

marilynu9@yahoo.com

Abstract

Classroom processes are one aspect of the education enterprise calling for urgent attention, considering the level of performance of students in various public examinations. Examination is a mode of assessing the outcome of the teaching/learning process in the school system aimed at indicating the extent to which students learn. The result of any assessment exercise is a reflection of what the system is like. Classroom processes have been identified as having the most direct link to student achievement. This paper x-rays subcategories of classroom processes as pointed out by Huit (2003); identifies individual learning styles, constructivist classroom and interactive teaching process as strategies for enhancing students' learning for development. It is therefore recommended that teachers try as much as possible to incorporate various learning styles into the teaching/learning process; teaching should centre on the learner; and teaching/learning should be made interactive by involving the learner actively, etc.

Keywords: Classroom processes, student, learning and development.

Reference to this paper should be made as follows:

Ochoma, M. U. (2015). Classroom Processes, Student Learning and Development. *International Journal of Scientific Research in Education*, 8(1), 27-36. Retrieved [DATE] from <http://www.ij sre.com>

INTRODUCTION

Development does not take place in a vacuum. It can take place in individuals, places, nations to mention a few. In whatever form or however it happens, development has to do with advancement, a positive change, improvement etc. Development is thus essential for progress to be made. Education is an avenue through which individuals and the society make progress.

According to O'Connor in Ochoma (2015), education is the process by which society through schools and colleges, universities and other institutions deliberately transmit their cultural heritage. The end product of education is development, both at individual and societal levels.

The role of education in enhancing developmental processes cannot be over-emphasised. Harrison in Ochoma (2010) rightly remarked that education is a major contributor to the developmental process. This is because it directly and continuously affects the formation, not only of knowledge and abilities, but also of character and culture, aspirations and achievements. The school is a social unit instituted for the education of individuals; a place where individuals can get formal and organised learning. As individuals go through the teaching and learning processes in the school, the cultural heritage of their society is deliberately transmitted to them, and so, whatever the individuals in the society and society itself will become, depends on what happens in the school; what the teacher does with the learners in the classroom (Briggs & Ololube, 2015).

The issue of what goes on in the school via the classroom has been the concern of well meaning Nigerians and other stakeholders the world over. Pianta and Hamre (2009) remarked that the last decade has witnessed the marked increase in research examining the complex nature of children's experiences in the classrooms and the ways in which these experiences uniquely contribute to children's social, cognitive, and academic development. Many children spend a large portion of the time they are awake and active in classrooms than they do at home. Within such time frame, they are exposed to experiences that for better or worse, intended or unintended, shape their behaviour and invariably, their development. It can be deduced thus that whatever happens to a child/student is a function of their engagement in classroom.

For some time now, there has been so much cry of "falling standard of education" in Nigeria. The performance of students in public examinations has been on the decline. The May/June West African Senior School Certificate Examination (WASSCE) result for instance, recorded 31.28 percent credit in 2014; 36.57 percent in 2013; and 38.81 percent in 2012 (sacewsnigeria.com). The NECO result is not better in any way as only 30.57 percent of the candidates passed in 2014. Poor performance has been a recurring phenomenon for some time now, and so many factors have been identified as being responsible for the recurrent mass failure.

One of such factors is the teacher factor. Teachers are responsible for guiding the holistic development and meaningful learning of every student in their classrooms. They are therefore often blamed for students' low performance. Why some students do not learn as much as others in the same classroom or across classrooms, is an issue of concern to all stakeholders in education. This calls for knowledge of what happens in the classrooms. Huitt (2003) in an attempt to consider most of the possible answers to the question: "Why do some students learn more than others?" classified the reasons into four categories: Context, Input, Classroom Processes, and Output.

Rosenshine and Strevens (1986) pointed out that classroom process variables are the most direct link to student achievement. Classroom processes are therefore the focus of this paper as they have been found to be the most important variable that affects students' learning outcome (i.e. achievement) and eventually, the overall development of the individual and the entire society.

Classroom Processes

The classroom, the place designed for teaching and learning, is a social setting. Pianta and Hamre (2009) noted that classrooms are hotspot as states and districts scramble to find the right mix of curriculum, professional development, and instructional supports that will raise students' achievement. Classroom processes encompass teacher and the learner(s) behaviours in the classroom as well as some other factors such as classroom climate, teacher/learner relationship and so on, that can make or mar the teaching/learning process. That is, all that transpires between the teacher and the learner(s) in the course of teaching and learning in the classroom.

Classroom processes are implicated as significant moderators of treatment effects in highly controlled experimental work (Battistich et al. in Pianta & Hamre, 2009; Briggs & Ololube, 2014). Huitt (2003)

subdivided classroom processes into three subcategories: Teacher Behaviour, Student Behaviour, Other/Miscellaneous.

Teacher Behaviour and Students' Learning

The teacher is a key player in the teaching/learning process. Teachers have the singular honour to interpret and implement the curriculum package handed over to them. They play a major role in determining the value of the classroom environment for students' learning and development. Being a teacher is more about enabling students to learn than disseminating information (Aunio, 2012). Apart from their traditional role of helping the learners to acquire knowledge and skills, teachers also help learners to define who they are. From daily interactions with teachers, they get to know whether they are important or not, bright or slow, etc. All these affect their development. To be a successful teacher, a teacher must attend to what students do, what they say and how they perform.

The behaviour the teacher puts forth in the class can make or mar the teaching/learning thereby resulting to varying degrees of student learning. Teacher behaviour includes all of the actions of a teacher in the teaching/learning process. There is need for teachers to reflect on their assumptions and expectations by asking learners for feedback on the teaching/learning process and what happens in the classroom in general. In doing that, it is important for him to know what makes a good teacher in the eyes of his learners. Some of such characteristics of quality teachers have to do with the teacher's ability to relate to students as individuals in a positive way by treating them with respect, making lessons interesting, encouraging them to believe in themselves and their own abilities, guiding them to take responsibility for their own learning, listening to and taking into account what they say, exhibiting a good sense of humour, being knowledgeable about their subject, and a host of other things. Huitt (2003) identified planning, management and instruction as teacher behaviours that can play significant role in students' learning.

Planning: This refers to all that the teacher does in an attempt to get ready for the teaching/learning process. The teaching/learning process begins with planning. According to Efebo (2005), planning means the process by which a teacher visualises the "future" interaction in the classroom and creates a framework to guide his/her actions in that future. The success or otherwise of classroom instruction depends on proper planning. Any teacher that fails to plan for his lesson has planned to fail in the classroom. The planning process culminates into a written lesson plan or note, containing all the teacher will do in the course of delivering the lesson. It is the written plan or note that guides the teacher in the lesson delivery. A well written lesson plan makes teaching easy and results into a better lesson delivery; helps the teacher to be more skillful in the lesson delivery. A well planned lesson leads to high student learning.

Devising a plan with specific goals that will guide the teaching/learning process is the first step to create positive student learning outcome that will bring about development. A strong teaching plan is student focused and includes:

- detailed information that spells out the goals and expectations for the students;
- what each student should know and be able to do upon – completion of the class;
- measurable assessment tools that gauge learning outcomes;
- class and home assignments that help students clearly understand the subject matter that is being taught (Concordia Online Education, 2012).

Management: Management here has to do with the teacher's ability to control students' behaviour. The teacher is the one in charge of any classroom setting. He controls/manages student behaviour, as well as all that may be at his disposal for the purpose of teaching/learning a given topic/content. This encompasses instructional materials, equipment, seats, the classroom setting, etc. Any classroom that is not well managed will result to academic chaos, and learning will be hindered. Adequately managing available resources and the learners promotes teaching and learning. It has been observed that teachers who are able to manage a

class appropriately will greatly enhance/increase student achievement, and student achievement increases when students experience a learning environment that is free from harm (homework-study-tips.yoexpert.com/).

One important aspect of managing the environment of learning is the teacher's ability to prepare in advance or before time, how to cope with students' disruptive behaviours. This is necessary because, students from time to time, are bound to exhibit behaviours that are out of place, uncivil, unbecoming or challenging. If a teacher fails to tackle such rightly, the teaching/learning process will be disrupted. In tackling such behaviours, the teacher needs to prepare for it and devise ways of coping with such behaviour as they are bound to occur. To be able to manage problems associated with students' uncivil/disruptive behaviour, the teacher needs insight into where the problems/difficulties may come from, why and when such behaviour arise.

The teacher is faced with the task of having to contend with learners from different socio-economic backgrounds, ethnic, religious and language groups, those with variety of learning difficulties or disabilities, and so no. It is important for the teacher to be knowledgeable about the learners' socio-economic and family background as well their personalities to be able to understand non-academic and social factors that influence learning and behavioural tendencies. Such factors cannot be directly altered, for instance, learners from low income group and thus deprived of certain essential materials things like food, clothing, books, etc or learners whose parents are illiterate and do not get the needed assistance for their homework. Understanding such factor will enable a teacher place an individual learner's inability to learn or disruptive behaviour in the right perspective and also create learning environment that will reduce rather than increase the effect of such non-academic factors. Learners may be at risk of negative and meaningless school experiences if a teacher does not have knowledge of their personality and background; and is not ready with responsive, effective instruction and classroom strategies that will be suitable for specific situations.

There could also be factors within the classroom that can trigger up learners' misbehaviours. Hence, a teacher in addition to looking at social background of the learners in an attempt to seek explanations for lack of achievement or for behaviour problems, should be prepared to consider inadequacies in the learning content, process and environment, that is, what happens inside the classroom. This is because learners more often than not, react to situations and circumstances within the classroom.

Teachers also need to observe learner's reactions in class to find out if they are getting 'across' to them. In order to do this, they rely on a variety of 'signals' from the learners to ensure that they are paying attention. Such signals include: 'eyes on' behaviour which indicates that students are paying attention; squirming behaviour which indicates that they are tired or bored; affirmative nods of the head which indicates that they follow and understand; puzzled looks which indicates that they are confused, and so on.

A teacher who is insensitive to the above signals for instance, squirming, and continues to teach, will be calling for disruptive behaviours. The major decision that teachers make on the basis of their observations of the learners is when it is appropriate to move on to the next topic, problem or issue, and when not to continue teaching. This will help in coping with disruptive behaviours. Alfred (2008) gave seven strategies for building positive classrooms. They are:

- Make learning relevant;
- Create classroom code of conduct;
- Teach positive actions;
- Instill intrinsic motivation;
- Reinforce positive behaviours;
- Engage positive role models;
- Always be positive.

In addition, the timing of teaching-learning interactions is an essential part of classroom management. Many behaviour problems can be avoided by improved management of the classroom environment and timing of

classroom activities. In coping with learners' disruptive behaviours generally, it is pertinent that the teacher always makes it clear that it is the behaviour that is unacceptable, and not the individual in question.

Instruction: This has to do with lesson delivery. It refers to actually guiding the learners in the learning process. It has to do with all the activities, that is interactions, that take place between the teacher, student and content in the teaching/learning process so that at the end of the interaction, a student can demonstrate that learning has taken place (Efebo, 2005). The way individual teachers guide learners in the learning process has been identified as the single biggest factor determining student outcome (Domitrovich & Greenberg, in Pianta & Hamre, 2009). To be considered here are the following:

- How is the teacher passing the instruction to the learners?
- What is he saying in order to develop understanding?
- How does he introduce new topics?
- Does he spend enough time explaining purpose and relationship to previously taught information and skills in order to enhance developmental learning?
- Can his style of teaching affect progress and behaviour of different categories of students?

Teaching is used interchangeably with instruction. It is about attaining positive learning outcomes. Effective teachers aim at achieving positive learning outcomes. They ensure that at the end of the teaching/learning session, their learners understand the material taught to the extent that they will retain that information throughout their lives and career. Effective teaching skills that lead to positive student learning outcomes are the objective of every teacher. In guiding the learners to learn, the teacher must have sound knowledge of the subject matter in question. This is because no one can give what he does not have. Moreover, teachers affect how students perceive the course materials. Enthusiastic teachers affect students' learning greatly. It has been observed that students who had enthusiastic teachers tend to rate them higher than teachers who did not show much enthusiasm for the course materials.

The teaching and learning process is a complex process. It is not a linear sequence of events but a dynamic phenomenon, whereby the teacher, who is more knowledgeable, is called upon to act, among other things, as a mediator, influencing and being influenced by the students, who happen to lack the knowledge he is trying to pass across (Ololube, 2006, 2008; Kundu, 2011).

Students' Behaviour and Learning Achievement

Huitt (2003) notes that student behaviour includes all of the actions a student would take in the classroom including the time he devotes to learning, that is, Academic Learning Time. Fisher, Marliave and Filby (1979) defined Academic learning time as the amount of time a student spends engaged in an academic task that he/she performs with high success. According to Squires, Huitt, and Segars in Huitt (2003), it is the amount of time students are successfully covering content that will be tested. It is also looked at as the amount of time students are actively, successfully, and productively engaged in learning relevant academic content (Encyclopedia of the Sciences of Learning, 2012).

A high level of academic learning time means: a) students are covering important (tested/evaluated) content; b) students are "on – task" most of the class period; and c) students are successful on most of the assignment they complete (Huitt, 2003). It has been remarked that these variables can be relatively easily measured and can be considered the 'vital signs' of a classroom. If any of these variables is lower than expected, then a further inspection of classroom processes should be undertaken. One factor identified as being responsible for students' poor performance in public examinations is teachers' inability to cover the syllabus (Aworanti, 2011; Olupohunda, 2012). Little wonder then that students are failing in public examinations!

All learners do not learn at the same pace or way. Learning is a personal or individual activity and should be treated as such. Every teacher should take into consideration that no two learners learn the same way, hence each teaching plan should make provision for revision that adapts to the learning styles of individuals being taught. This will facilitate the achievement of positive learning outcomes. The following are different learning styles: visual, verbal, listening, kinesthetic, logical and social learners. Incorporating activities that border on all the learning styles will help the learner retain what is being taught.

Also, individual differences abound amongst learners. In order to develop the individual learner's ability, the teacher must take into consideration the individual differences by giving room for revision that adapts to the learning styles of the individual being taught. This is a difficult task but very important if students' learning outcomes will be positive.

Moreover, for student learning to be successful, the students in question must be ready to learn. Readiness implies a degree of concentration and eagerness. Individuals learn best when they are physically, mentally, and emotionally ready to learn, and do not learn well if they see no reason why they should learn what they have to learn. It is the teacher's responsibility to get students ready to learn. When students have been made to get ready to learn, the work of the teacher is made simpler.

Motivation is one other aspect of classroom process that impacts greatly on students' learning. In the teaching/learning process, motivation has to do with the desire to learn. According to Abrahamson (www.bedu.com/interactive.html), learning is hard work, and an injection of motivation at the right moment can make all the difference. That is extrinsic motivation. If a teacher's teaching can harness the curiosity of the learners, he can also elicit a willingness of students to learn and behave. Interest-satisfying teaching motivates learners far more effectively than coercing them into tasks they consider irrelevant and boring. It is necessary therefore that the instructional content be made relevant and interesting. If students are intrinsically motivated, they will exhibit positive attitude towards classroom activities.

Some of the other variables aside from teacher and student behaviours that make up the classroom process are classroom climate and teacher/student relationship.

- Classroom climate: This refers to the emotional tone associated with students' interactions, their attitudinal reactions to the class, as well as to students' self- concept and their motivational satisfactions or frustration. It is about the learning environment the teacher has created, capable of engaging all the learners actively and meaningfully. Saphier, Haley-Speca and Gower (2008) cited in Hayers (2014) stated that whenever students feel empowered, accepted, and safe to take risks and try things that are hard for them, they like school better and learn more. For students to learn maximally, teachers must create atmosphere that students feel safe in.
- Teacher/student relationship: Positive teacher/learner relationship is an important factor that influences how learners learn. Teacher/student relationships provide an essential foundation for classroom management. Robert and Marzano (2003) remarked that teacher/student relationship should not be left to chance or dictated by the personalities of those involved. Instead, by using strategies supported by research, teachers can influence the dynamics of their classroom and build strong teacher/student relationship that will support student learning. Teaching and learning occur through social interaction between teachers and students. The process of teaching and learning is a complicated one, such peer-group relationships can affect. The interactions and relationships between teachers and students and among students, as they work side by side, constitute the group processes of the classroom and they all affect teaching/learning.

Good student development and learning outcomes (that is, achievement) should include student feedback. During the planning process and throughout the course, it is important to include the learners in the learning process by asking what they expect to get out of the course and the best way to help them understand the material. By including the students, it fosters an atmosphere of trust and shows that the teacher is there for

the students, and the teacher cares about each individual learner's ability to learn and retain what is learnt, (Concordia Online Education, 2012).

Way Forward in Enhancing Student Learning for Development

One of the very first things a teacher must have in mind when considering how to teach students is to acknowledge that students differ widely in terms of how they learn, and that the most effective teaching is tailored to each individual student's need. Adhering to one style of teaching will therefore hinder the students from maximizing their learning potential. Incorporating variety of learning styles throughout the teaching/learning session will enable the students learn in, at least, ways that match their learning styles.

Some learners could be visual learners while others are aural or auditory, and some others physical or kinesthetic learners, among others. While visual learners for instance, have preference for seeing and thus prefer using picture, images to learn; aural or auditory learners prefer using sounds and music and thus learn best through listening; and then physical or kinesthetic learners prefer using their body, hands and sense of touch to learn (www.learning-styles-online.com/over...). By recognising and understanding the learning styles of individual learners, the teacher will be able to use techniques that best suit the category of learner(s) in question. This will go a long way to improve the speed and quality of teaching and learning.

Furthermore, it has been observed that students learn best when they have to construct their own knowledge instead of having someone construct it for them. This is explained by the Constructivist Learning Theory. In the constructivist classroom, the focus tends to shift from the teacher to the students. The classroom is not a place where the teacher is seen as an "expert", pours out knowledge into passive students waiting like empty vessels to be filled. Instead, the students are urged to be actively involved in their own process of learning. Learning is considered an active process of creating meaning from different experiences (Brooks and Brooks, 1993). Key assumptions of the constructivist perspective include:

- What the student currently believes, whether correct or incorrect is important.
- Despite having the same learning experience, each individual will base their learning on the understanding and meaning personal to them.
- Understanding or constructing a meaning is an active and continuous process.
- Learning may involve some conceptual changes.
- When students construct a new meaning, they may not believe it but may give it provisional acceptance or even rejection.
- Learning is an active, not a passive process, and depends on the students taking responsibility to learn, (www.ucder.ie/...).

Brooks and Brooks (1993) gave the following suggestions for teaching with the Constructivist Learning Theory:

- Encourage and accept student autonomy and initiative.
- Try to use raw data and primary source in addition to manipulative, interactive and physical materials.
- When assigning tasks to the students, use cognitive terminology such as "classify", "analyze", "predict", and "create".
- Build and use students' responses when making "on-the-spot decisions about teacher behaviours, instructional strategies, activities, and content to be taught.
- Search out students' understanding and prior experiences about concept before teaching it to them.
- Encourage communication between the students.

- Encourage student critical thinking and inquiry by asking them thoughtful, open-ended questions, and encourage them to ask questions to each other.
- Ask follow up questions and seek elaboration after a student's initial response.
- Put students in situations that might challenge their previous conceptions and that will create contradictions that will encourage discussion.
- Make sure to wait long enough after posing a question so that the students have time to think about their answers and be able to respond thoughtfully.
- Provide enough time for students to construct their meaning when learning something new.

The main activity in a constructivist classroom is solving problems. Students use inquiry methods to ask questions, investigate a topic, and use a variety of resources to find solutions and answers. The teacher acts as a guide, providing students with opportunities to the adequacy of their current understandings. According to Thanasoulas (1998), knowledge does not belong to a teacher who is supposed to deliver it ad placitum; it is rather the result of social interaction and meanings that the teachers and the students construct together.

Moreover, making teaching interactive will enhance students learning for development. Interactive teaching entails involving the students highly in the teaching/learning process. It has do with giving students something to do, getting back what they have done, and then assimilating it yourself, so that you (the teacher) can decide what would be best to do next (Abrahamson, www.bedu.com/interactive.html). Teaching is thus not a one way activity. It is a dynamic process involving the participation of the learner. A classroom that is interactive promotes students learning which brings about student development in form of positive learning outcome / achievement. Students learn more when learning is active and when they are mentally involved.

CONCLUSION

A change in the behaviour of the learners in the desired direction is the essence of any classroom process. It is only when the expected changes occur in the learner's behaviour that it can be said that the learner has learnt. Positive changes in the behaviour of the learners bring about improvement on the part of the learner. That improvement is development at personal level, i.e. micro development. A society in which majority of the learners/students are developed will automatically experience development.

Recommendations

Based on the discussions, it is recommended that:

- Teachers should try as much as possible to incorporate various learning styles as individuals learn differently;
- Teaching should centre on the learner rather than the teacher; and
- Teaching/learning should be made an interactive process by involving the learners;
- Teachers should adequately plan for their lesson;
- Provision about coping with disruptive behaviours should be made by the teacher from the outset;
- Teachers and parents should encourage learners to devote enough time to their studies;
- Teachers should maintain a cordial relationship with the learner(s).

REFERENCES

- Abrahamsom, L. What is interactive teaching? Retrieved March 8, 2015 from www.bedu.com/interactive.html.
- Alfred, C.G. (2008). Seven strategies for building positive classrooms. Retrieved March 9, 2015 from www.ascd.org/.../seven-.
- Aunio, L. (2012). How to achieve the best learning outcomes? Retrieved March 9, 2015 from www.helsinki.fi/news/.../2.../7-11-27-18.
- Aworanti, O. (2011). "Why candidates fail in public examinations". Being a paper presented at the Federal Ministry of Education stakeholders consultative meeting on improving performance in public examinations. Retrieved March 9, 2015 from www.nabtebnigeria.org/.
- Briggs, T., & Ololube, N. P. (2014). Does the differences in 6, 7, and 8-year-old children's reading and writing success has to do with diligence rather than intelligence. *International Journal of Elementary Education*, 3(5), 105-114. doi: 10.11648/j.ijeedu.20140305.11.
- Briggs, T., & Ololube, N. P. (2015). An evaluation of socio-cultural barriers to reading and writing among Rivers State children: Identifying an ideal communicative approach. *International Journal of Psychology and Behavioral Sciences*, 5(1), 6-15. doi: 10.5923/j.ijpbs.20150501.02.
- Brooks, J.& Brooks, M. (1993). In search of understanding: The case for constructivist classrooms. Retrieved March 8, 2015 from <https://www.nde-ed.org>.
- Concordia Online Education (2012). Positive learning outcomes: How to achieve them. Nebraska. New York. Oregon. Retrieved March 9, 2015 from education.cu-portland.edu/.
- Efebo, E. B. A. (2005). *Effective teaching: Principles and practice*. Port Harcourt: Paragraphics.
- Encyclopedia of the Sciences of Learning (2012). Academic learning time. Retrieved March 7, 2015 from link.springer.com/.../10.1007%2f978-1-.
- Fisher, C., Marliave, R., & Filby, N.N. (1979). Improving teaching by increasing academic learning time. Retrieved from www.ascd.org/.../el_197910_fisher.pdf on 07/03/15.
- Hayes, L. (2014) (Ed.). The skillful teacher and classroom climate. Retrieved March 9, 2015 from [wgee.org/.../classroom climate5-jan-14..](http://wgee.org/.../classroom%20climate5-jan-14..)
- Huitt, W. (2003). A transactional model of teaching/earning process. *Educational psychology interaction*. Valdosta, GA: Valdosta State University. Retrieved March 9, 2015 from <http://www.edpsycinteractive>.
- Kundu, E. (2011). Comparative Analysis Between Public and Private School Curriculum. Retrieved March 10, 2015 from <http://www.slideshare.net/kundueshita/public-and-private-school-curriculum>.
- Nigerian Bulletin. Retrieved March 6, 2015 from www.nigeriabulletin.com/.../
- Ololube, N. P. (2006). *Teacher education, school effectiveness and improvement: a study of academic and professional qualification on teachers' job effectiveness in Nigerian secondary schools*. Doctoral Dissertation, December 2006. University of Helsinki, Faculty of Behavioral Sciences, Department of Applied Sciences of Education, Helsinki: University of Helsinki Press.
- Ololube N. P. (2008). Evaluation Competencies of Professional and Non-professional Teachers in Nigeria. *Studies in Educational Evaluation* 34(1), 44-51. doi: 10.1016/j.stuedue.2008.01.004
- Olupohunda, B. (2012). "2012 WASSCE failure: Who is to blame?" Retrieved March 4, 2015 from www.punchng.com/.
- Ochoma, M. U. (2010). *Adult education in Nigeria: Principles and practice*. Port Harcourt: Rodi Printing and Publishing Company.
- Ochoma, M. U. (2015). *Handbook on teaching skills, methods and practices*. Port Harcourt: Crystl Publishers.
- Open Educational Resources of UCD Teaching and Learning. *Education theory/constructivism and social constructivism*. University of collrge Dublin. Retrieved March 9, 2015 from www.ucder.ie/.../.

Overview of learning styles. Retrieved March 9, 2015 from www.learning-styles-online.com/over.

Pianta, R. C., & Hamre, B. K. (2009). Conceptualisation, measurement, and improvement of classroom processes. Retrieved March 9, 2015 from curry.virginia.edu/.../class-ongoing.

Robert, J. M., & Marzano, J. (2003). The key to classroom management. Retrieved from www.ascd.org/.../publications/ on 09/03/2015

Rosenshine, B., & Stevens, R. (1986). Teaching functions. In M. Wittrock (Ed.), *Handbook of research on teaching* (3rd Ed.). (376-391). New York: Macmillan.

Scan News. Retrieved March 9, 2015 from scannewsnigeria.com/.../waec-recods-31.

Thanasoulas, D. (1998). What do teachers bring to teaching-learning process. Retrieved March 9, 2015 from www.tefl.net/esl.../teaching-learning.htm.

Why are classroom management and student achievement important? Retrieved March 9, 2015 from homework-study-tips.yoexpert.com/.

 © IJSRE

ⁱ Dr. Marilyn U. Ochoma is a lecturer in the Dept of Curriculum Studies and Instructional Technology, Faculty of Education, Ignatius Ajuru University of Education, Rumuolomeni - Port Harcourt, Nigeria. She has published in several world class academic journals and can be reached via email: marilynu9@yahoo.com.

