



## SITUATIONAL ANALYSIS FOR CURRICULUM DEVELOPMENT AND CLASSROOM MANAGEMENT IN UNDERGRADUATE TEACHER EDUCATION PRACTICE IN NIGERIA

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**Abstract:** *The paper is an exploration of situational analysis for curriculum development and classroom management in undergraduate teacher education practice in Nigeria. The concept of situational analysis, curriculum development, teacher education and classroom management were discussed extensively. Again, the importance of situational analysis was highlighted, output of classroom curriculum development mentioned, factors associated with classroom management listed, steps to ensuring productivity in classroom curriculum development and classroom management was stated. Also, factors that teacher education practice must pursue for higher productivity were mentioned, the role of teacher education in the training of teacher trainee listed, the application of situational analysis in curriculum development and classroom management stated as well as steps for effective curriculum development in undergraduate teacher education. Furthermore, it was concluded that teacher trainees should be exposed to the entirety of teacher education training practice for maximum output. Then, it was recommended/suggested that lecturers should have open mind in order to accommodate emerging innovation that would enhance their output and that of the teacher trainee, there should be collaboration between school and education stakeholders which would make curriculum development from the centre, at the classroom and practice in the society bear alliance, student-teachers should cooperate among themselves to ensure that evolutionary trends is shared and carry each of them along in the process, the government should be willing to sponsor financial situational analysis call that demand funding and school management should give lecturers all the management support they may needed for effective curriculum development and classroom management anytime.*

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**Keywords:** *Situational analysis, curriculum development, teacher education classroom management*

### Introduction

Situational analysis is a concept in educational practice and development aimed towards review of the present state of affairs of the curriculum, educational practice/process or even the evaluation practice adopted or adapted for a school system. It peeps into what is going

on and tends to create avenues for improvement, no matter how good an educational practice is, it is always good to subject it to review to determine its achievement so far. Situational analysis is a deliberate rigorous act of fact finding on the practices adopted by a school on a

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curriculum with the intent of bringing about improvement in what is going on (NSW, 2023).

In another form, it is viewed as a process carried out in order to obtain information of value and perceptions that are cardinal to making new policy and programme direction (Cronje, 2001). This tends to identify and describes definite areas of need, findings that would enable the observers determine priority areas or setting criteria for meeting identified needs. Thus, situational analysis from the foregoing put succinctly, pursues the discovery of areas that require attention in a policy already being implemented or on a programme that is already underway. Hence, situational analysis props an observer to asks questions pegged with What? Why? When? Where? How? Which could help in eliciting the information necessary to effect the desired changes aspired.

Sarmauli (2022) says that situational analysis is an attempt at determining the factors in a context upon which to review a planned or present curriculum so as to bring about its potential impact either for good or bad reasons. The main aim is to bring out the entire profile of the curriculum such that information obtained would be beneficial to the learner's needs for further learning. Thus, the content of the learning process is the playground on which the decision, choice and aspirations would surround. So, it is expedient to design or develop curriculum in the manner that would capture the context of understanding and development to meet desired social needs. The message is that curriculum development is a practice that should hang on the knowledge of the learner and the situation under which the learning would take place. This is perhaps the reason Graves (2000) advocated that situational analysis be continuous in order to capture all the factors required for curriculum development particularly in the classroom at any point in time.

Curriculum development could be viewed as a construct that embodies both planned action and the creation of

curriculum materials/resources that would facilitate the understanding or assimilation of the planned action.

Obiefuna (2009) defined curriculum development as the ability to identify, select and arrange what is meant to be learnt as well as the creation of materials considering the right strategies for teaching which fits the prevailing state of a certain environment in order to achieve desired goal. Nathani (2022) says it is the step by step act of arranging for and improving the course of a classroom practice of teachers. It was further added that it is not a static thing but that which permits review, revision, and update of the contents to meet aspired demands of the society who yearns for it.

For Alvir (2014) curriculum development also targets to chase down and maximize the change in the society brings upon man since it always incorporates in the curriculum and indirectly in the classroom what is going on in the society due to the dynamic nature of the society which is said to progressive. Roode (2019) has affirmed that based on the changes that results suddenly often in the society, it also becomes imperative that teaching approaches change in order to accommodate whatever the dynamism of the society has brought upon classroom experience, thereby, encouraging innovative teaching techniques and strategies that would create the lee-way for the current learning models: transformative and blended learning which themselves are open to unannounced changes overtime.

These information above posits that the curriculum is constantly being bombarded by the barrage of changes that occur in the society on daily basis, therefore, the teacher in the classroom who is saddled with classroom curriculum development in that context understandable by the learner and responsible for managing the process must seek ways of classroom management such that there is no off-balance posture in the classroom situation (teaching-learning)

Classroom management is the deliberate act that the classroom teacher puts forward in order to ensure that



learners are learning in class where teaching and learning is goes on. Foster (2022) sees classroom management as definite arrangement, order and course of action put in place to facilitate teaching and learning. This is pointing to anything practically possible that the teacher does in the classroom so as to ensure that the learner in the class ends up learning whatever curriculum content that is presented to him/her. Future Schools (Fs, 2023) says that classroom management is the procedure adopted by the teacher in order to control their classes and keep it on its paths of learning. Hence, it is the art and act adopted or adapted by the teacher in order that the learner available in the classroom to be taught learns the curriculum material or content presented to him/her.

It is supposed that whatever curriculum content the learners are exposed to should bring about positive change or improvement in their behavioural pattern and the undergraduate teacher education practice is not an exception to this order, therefore, it is expedient that teacher education which is saddled with the responsibility of producing teachers should model the most apt curriculum development approach obtainable and classroom management practice possible for their students in teacher education training to buy into and practice even with innovation as they climb the professional ladder.

The professional practice of preparing and developing in people teaching skills could mean teacher education. According to Akor, Okonny and Pepple (2023) teacher education is seen as a process of preparing, training teachers professionally in personality and skills in order for them to take up teaching job upon graduation from the school. This may mean that the act of preparing teacher trainees in their personality and profession in such a manner that is possible and acceptable to the society is what could be termed teacher education.

Though, Ololube (2005) had said that teacher education is the procedure for producing highly motivated, conscientious classroom teachers who would effectively

teach learners and achieve educational goals and objectives as delineated in the national policy of education. May the reason Amadioha (2017) says that the school is looking for self-motivated and talented persons who would produce the kinds of result the school needs. On that ground Akor, Okonny and Pepple (2023) have said that teacher education would only continue to enjoy its current relevant position as long as it is conducted in both parallel and consecutive mode. Whichever path it may be toeing currently, it does not seem that teacher education practice has lived up to its expectation considering identifiable challenges associated with its practice and delivery. A pursuit that is complaint to (FRN, 2016) that says that tertiary education should develop and inculcate proper vales for the survival of the individual and society. So the question is, is this fact the case ?

Teacher trainees have not lived up to the expectations desired in good number of ways and in recent times, most of them in training are there because of lack admission opportunities for them to study other courses and obtain a university degree, so the closest option seem to accept the offer of a degree in education as given by the school and not that they chose the course, the intention of these trainees is to acquire a university degree rather than striving for excellence they just try to pass their courses and not have carry over in order to be counted among those who went to university. So, it becomes very important that teacher educators do classroom curriculum development and classroom management such that teacher trainees develop interest in the profession of teaching and this can only happen if the teacher educators are sound in their way of exceptional situational analysis, adequate curriculum development and effective classroom management. Hence, the study situational analysis for curriculum development and classroom management in undergraduate teacher education practice in Nigeria.



### Situational Analysis

Situational analysis is a process; an act used in determining or identifying means and obstacles within and without that would facilitate the release of a new product as a solution to teething problems. Guthrie (2022) says that situational analysis as it relates to curriculum development deals with the identification of opportunities and problems to the existing curriculum aimed at making it much more useful through embellishment. It here poses as a means to determining the merits and/or demerits of a curriculum document or classroom practice. To Munawar and Putra (n.d.) situational analysis is viewed as a process of identifying the factors which have positive and negative implication on a curriculum planning and implementation process.

This means that generally, situational analysis gives attention more to what would serve as a hindrance to curriculum implementation or what in another language here referred to as curriculum development in the classroom. Thus, it has the capacity to review the strength, weakness, opportunities and threat (SWOT) to a classroom situation. So, an overview of what a teacher and the learner should do to ensure that teaching and learning is effective and efficient is the pursuit of this discourse. Dye (2020) posits that some of the factors to be considered in a situational analysis process by the classroom teacher in this case (lecturer) should include external and internal factors.

According to the above author, external factors may include: the interest of the society in what the learner learns, availability of funds to purchase needed instructional aids, other instructional resources, government support through provision of facilities, management support etc while internal factors may vary as classrooms and adequacy of space, learner involvement in the teaching and learning process, availability and responsiveness of the lecturer and instructional delivery models adopted. Even with the above in mind, Edge Hill University (n.d.) specifically

identified factors that are associated with the final curriculum developer who is the classroom teacher (lecturer) on how to deal with certain factors that are critical in either to make the job of the professional practice productive or otherwise undermined. For them and others, some of the highlighted factors include: class size, teacher availability and quality, teaching and learning time, learner motivation, communication effectiveness, learner involvement, diagnosis of learning problems, conflict resolution competence, initiation and use of action research and use of indigenous resources to contextualize teaching and learning in order to suite local demand (Stearns, 2009; Meziobi, 2009; Abu, 2012; Akor, 2021 & Ada, 2012).

Nonetheless, it is pertinent to say that even with all these factors mentioned that are likely to pose problem, a lot of benefit accompanies situational analysis particularly as it relates to undergraduate teacher education as they are the individuals being prepared to take up the professional practice of teaching in the next generation. So, Sitwe (2010) mentioned some of the importance of situational analysis as follows:

1. It provides the curriculum developer the information with which to solve pending problems and a platform for diagnosis and further discussion.
2. It helps curriculum developer to be armed with strong evidence to ask for more funding allocation to acquire needed resources.
3. It paves the way for curriculum reform processes both within and outside the classroom.
4. It helps the classroom curriculum developer to align societal needs with educational needs.
5. It helps learners to move from the seat of a learner to the being responsible citizens in the society and to advance its course.

This above and more brings compelling information on the role of situational analysis in the development of curriculum in the classroom for a higher level of



productivity in the undergraduate teacher education practice.

### **Curriculum Development**

Curriculum development is a deliberate effort geared towards planning and acting on what has been planned to make learning possible for learners. CETL (2023) describes curriculum development as a thoughtful plan and its implementation to bring about improvement in the quality of learning experience that learners get. These definitions are delving in to say that while curriculum development gives attention to planning of the curriculum, it is much more concerned with the same or more level of interest on how what has been planned is able to produce an effective result in the learning experience outcome of the learner.

Furthermore, it also does proper check of what the learning outcome is. This is to say that curriculum development is deliberate about classroom curriculum development. Thus, the following are kept on a regular review: outcomes, assessment and activities. All these relate to classroom expectation; a premise that gives the impression that while planning the curriculum is vital, determining the extent of what has been planned is able to generate results is of greater consequences. Perhaps, the reason FAO (n.d.) was specific in stating that the major considerations of curriculum development are: the problem/need, features and needs of the society, expected change hoped for in the learner, method of delivery and evaluation. From this, one could tell that the emphasis is on the learner and what the planned document is capable of getting the learner to become.

According to Stutt (2023) curriculum development could be divided into the product arm and the process arm. While the product arm is bent on determining the effectiveness obtained from a curriculum through how it has led to behavioural change in the learner, the process arm believes in how teaching and learning on a planned curriculum has progressed over a given period of time. This points to the fact that the interest of the learner is

much more paramount when curriculum development is underway.

Therefore, the classroom teacher (lecturer) must pursue all that would benefit the learner and ensure that every accruable result is obtained. The essence of all of these is to pursue everything that would be of benefit to the learner, the teacher and the wider society (Ivowi, 2009). The learner because he is the reason the school is established in the first instance, the teacher because, he would not have professional practice without the school and the learner and the society because everyone desires that there would be a better and much more civilized society today more than yesterday. So, the learner and the teacher must join hands together to finetune a better society.

Thus, on this ground (Nathani, 2022) has listed the output from classroom curriculum development to include: totality of experience, child-centredness, conservation and creativity, integration, flexibility, utility, character formation, mental discipline and social fulfillment. These features are the basis for classroom curriculum development in the first instance, therefore, teacher education at the undergraduate level that is saddled with preparing future graduate teachers must take cognizance of these and instill it into the learner who would continue the professional practice of teaching in the next generation. Again, standing on the observation of Dutta (2021) the emerging teachers must take into consideration new techniques, profiles, fresh perspective on issues of education and research as well as newer vocations. These and more would be what the learner in the current teacher education training is expected to face when carrying out classroom management in the future.

### **Classroom Management**

Classroom is a space in the school environment where the teacher and the learner are co-occupant for the purpose of teaching and learning. Asiedu- Akrofi (2019) says it is a studio that houses work and character, chairs, tables materials for teaching and learning with learners from



different cultural, social backgrounds but are meant to be given similar learning experiences while in the classroom. A situation calling for management, otherwise, it would result in chaos.

Classroom management could be perceived as a process of bringing order for teaching and learning to be able to take place in a classroom. Igbokwe (2009) sees classroom management as a supervising, refereeing, facilitating and ensuring academic discipline. These definitions present classroom management as an act in progress that may need intervention, confrontation where necessary and applause for those who maintain the right atmosphere. Nonetheless, the teacher is at the forefront of these activities. This is why Koko in Amadioha (2017) says that it is a process where educators manage efficiently and effectively classroom transactions by directing learners' behavior towards attaining stated objectives. So, it is the responsibility of the teacher to ensure that he/she observes the learners, determine the individual difference features they bear and seek ways to align it towards helping them achieve their aim for being in the classroom (school) which automatically is for them to learn. Thus, Education Reform (2014) had defined classroom management as all the strategic styles adopted by the teacher to ensure that a classroom is organized, focused on class work and for academic productivity.

Furthermore, Igbokwe (2009) asserted that the success of any classroom management is hinged on the attitude, intention and personality of the teacher. This explains that it is possible to have an orderly classroom that may not achieve what is intended because of the way the teacher presents what is meant to be achieved. Such a situation demands that the teacher must pursue how to meet the changing needs of the learner. This is because the whole gamut of activities surrounding classroom management is not about what the teacher teaches but what the learner is able to learn.

Therefore, there must be an understanding between the teacher and the learner in order that the teacher through a

situational analysis to develop the curriculum to suite the classroom management demands that would allow the learner engage in meaningful learning leading to needed behavioural change. Thus, the competence of the teacher must be above average by being able to tackle some of the following problems associated with classroom management

- a. Discipline/Control
- b. Giving simple and clear instruction
- c. Being familiar with learners' names
- d. Understanding of individual differences
- e. Engagement of suitable teaching tools and techniques
- f. Engagement of productive assessment means
- g. Doing self-management for the teacher etc. (Amadioha, 2017; Igbokwe, 2009 & Akor, 2021).

Some of the other things the teacher must factor into classroom management activities that would lead to productivity could include: allowing students pursue what they excel at, do regular reinforcement, reward excellent behavior, all students participation, be fair to all encourage flexible learning environment etc (Kannan, 2023, UoP, 2023 & Tingley, 2023).

Hence, Foster (2022) says that to achieve the above outcome, the teacher (lecturer) must take the following steps:

1. Design a place that would accommodate academic, social and emotional learning
2. Develop a structured and organized learning terrain that is focus based
3. Minimize disruptive tendencies as much as possible
4. Maintain attention and foster motivation
5. Build a healthy and trustworthy relationship etc.

These and many more would encourage the teacher trainee to be better upon graduation since those who taught him were epitomes of what he is expected to replicate. Therefore, teacher educators in the teacher



education practice should accommodate and live these characteristics.

### **Teacher Education**

Teacher education is a practice of preparing teacher trainees to be fully equipped to take up the responsibility of teaching in the future upon graduation from school. Navickaite, Pauriene, Zablocke, Tijnelytev & Kozemiakina (2010) say that teacher education is the first level university or non-university studies, pedagogical placement and examination to become a teacher. While the researchers agree that teacher education may be first level studies, it does not have to remain at that level as consecutive training of teachers fall into teacher education. Flores (2023) says it is an act of preparing teachers to work in schools and classroom.

Again, Mormah & Bassey (2021) sees teacher education as the practice of developing in the teacher trainee attitudes, knowledge, behavior, values and skills that are required for implementing the activities done in the school. These definitions are pointing to the fact that a would-be teacher is expected to first go through a developmental training that would eventually prepare him for the job of developing in the younger people the desires and aspirations of the society that would enable them to be part of the problem solving in the wider society later.

So, in order to attain desired output, the teacher education practice must according to Osokoya (2010) pursue:

1. Quality assurance and internal efficiency
2. Professionalization of teaching in full
3. Deal with brain drain challenge
4. Deal with low morale problems
5. Maintain continuous assessment practice etc.

These stated outputs may have led Amadioha (2017) to view teacher education from three angles; teaching skills, pedagogical skills and professional skills each having adequate input it makes for a teacher trainee to become adjudged as a teacher in the end. This is why may be

Petersen (2014) outlined some pertinent roles the teacher education practice must play to include:

1. Teacher trainee should be exposed to needed practical experience to boost their formation productivity
2. Teacher trainee should be given more opportunities for self-efficiency
3. Teacher trainee should have more school placement opportunities where at least 50% of their work is obtaining practical experience etc.

### **Application of Situational Analysis for Curriculum Development and Classroom Management in Teacher Education**

There are several steps that could be taken to achieve the above among which are:

1. Students, teachers, resources, physical environment, facilities and social environment congruence
2. Curriculum developers should factor in self-reliance and employability needs in classroom management
3. Situational analysis should set the platform for every classroom encounter with the eye of the previous classroom episode.
4. Local resources availability and use should drive curriculum development for effective classroom management
5. Situational analysis should be pivotal in policy change in curriculum development for efficient classroom management etc (Isma, 2022).

Thus, to give teacher education the right footing, the following must be observed in curriculum development practice:

1. Be aware that teacher education is continuous, therefore, must operate in a flexible manner to permit introduction of new, relevant and useful innovation.
2. There must be room to connect teacher education to current events in educational practice.



3. Evaluation practice must bear future expectation in mind.
4. Evidence or research-based information must be the driver of what should and should not be part of the practice.
5. Systematic approach should be used to manage development in the field of curriculum (Sharma, 2023).

### Conclusion

The exposition has been able to link situational analysis, curriculum development and classroom management as factors that enhance productivity in undergraduate teacher education, hence, lecturers must do their best at ensuring that they follow through with every demand that would lead to optimum result output from their relationship which seem inseparable from the discourse above. So, the teacher (lecturer) should maximize every available opportunity to ensure that the teacher trainee models positive attributes they have learnt from their lecturers while in training once they leave school and at the point of occupational practice.

### Suggestions

The following are the suggestions supporting this study:

1. Lecturers should have open mind in order to accommodate emerging innovation that would enhance their output and that of the teacher trainee.
2. Collaboration between school and education stakeholders would make curriculum development from the centre, at the classroom and practice in the society to bear alliance.
3. Student-teachers should cooperate among themselves to ensure that evolutionary trends are shared and carry each other along in the process.
4. The government should be willing to sponsor financial situational analysis call that demand funding.
5. School management should give lecturers all the management support they may needed for

effective curriculum development and classroom management.

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