



# Classroom Management and Students' Academic Performance in Public Secondary Schools in Rivers State

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## Abstract

This study investigated the influence of classroom management and students' academic performance in Public Secondary Schools in Rivers State. Correlational survey design was adopted for the study. Four research questions and four null hypotheses were formulated to guide the study. A validated sixteen items questionnaire titled classroom management and students' academic performance questionnaire (CMSAPQ) structured by the researcher was used to collect data for the study. The questionnaire was structured along a four point Likert like rating scale of strongly agree (SA) = 4 points, Agree (A) = 3 points, Strongly disagree (SD) = 2 points and Disagree (D) = 1 point. A test retest on 20 respondents outside the sample of the study was used to ascertain the reliability of the instrument. A reliability estimate of 0.88 was obtained for the 16-item questionnaire using Pearson Product Moment Correlation Coefficient ( $r$ ) for the analysis. The data collected were analyzed using descriptive and inferential statistics. Mean and standard deviation were used to answer the research questions while Pearson Product Moment Correlation co-efficient ( $r$ ) was used to test the null hypothesis at 0.05 level of significance. The results indicated that there is a significant and strong positive relationship between classroom discipline, effective teaching, use of classroom reward system and student academic performance and a significant and moderate relationship between use of delegation of authority in the classroom and student academic performance. This indicated that effective classroom management strongly and effectively influences student academic performance in Rivers State. Based on the findings the study recommended amongst others, that teachers should intensify classroom discipline, endeavor to introduce innovative ideas to motivate learning. Schools should give high priority to developing effective teaching and solving teaching challenged so that students' capacity and academic performance can be positively influenced.

**Keywords:** Classroom Management, Students, Academic Performance, Public Secondary, Schools, Rivers State, Nigeria.

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## INTRODUCTION

To parents and society at large, the school is being held liable for every aspect of students' performance. So, classroom management plays a very significant role in students' academic performance. Effective classroom management put the teacher in firm control of the classroom and provide orderliness and safety needed for instruction and learning. Yet, the various reforms in education, like, the National Policy on Education of 1977, revised in 1981, 1998 and 2004 in Wali (2007), failed to mention or address classroom management and the connectivity between students' academic performance and classroom management.

Classroom Management is one of the neglected areas in our secondary schools, despite the fact that the success or failure of any teaching and learning process depends on the way classroom are managed. Failure to effectively manage the classroom can have an overall negative influence on the entire school, especially in terms of sound academic performance of the school. When this happens other negative consequences follow such as the depletion of the student population of the school because parent/guardians prefer to enroll their children and ward in schools that are performing well academically.

Discipline, is one of the key variable of Classroom Management. Discipline is a function of the interaction between teacher and student that bring about self-control and respect for authority. (Ada, 2004). It entails creating and keeping rules based on reciprocal understanding limits that must not be breeched. What is common in the present time are students breeching the limits, turning violent in classroom, and exhibiting extreme unruly behavior. The result is a class full of arrogance and unruly student resulting in a noisy and chaotic classroom that does not support effective teaching and learning.

This situation agrees no-less with the observation of Martin and Sass, (2010), that over the years, classroom management has been observed to be issue for teachers. They continued that students' performance has been affected in schools where discipline and behavior issues are not properly handled. Marzono (2007) also express similar worry when he said that the importance of students feeling safe at school is linked to students' learning. He said, without this feeling of safety, students will develop anxiety and become uneasy in the classroom. Safety and orderly environment protects students from physical and psychological harm and maintained order so learning can take place.

Another worrisome issue in the public secondary schools is that of teacher's quality. Non-professional teachers' are been recruited into the system. A professional teacher is one that has passed the Teacher Registration Council of Nigeria (TRCN) professional qualifying examination. A qualified and professional teacher is more likely to change the life of the students by planting the seed of aspiration, noble goals and dreams in the heart of students and be a role model and show the way to greatness to students. A qualified and professional teacher is more likely to resolve and prevent conflict in the classroom, thus, bring about a better classroom environment conducive for teaching and learning, leading to better academic performance.

Poor classroom management may influence the academic performance of students negatively. It is therefore important that teachers learn to effectively manage their classrooms for a greater output. The academic performance of students these days have given many people serious concern. Our secondary school graduates cannot defend their certificates. This could be as a result of indiscipline exhibited by students in classroom such as lateness to classroom, noise making, and so on. Hence the need for classroom management that encompasses teachers' efforts to oversee the activities of the classroom including student's behavior, interaction and learning.

## **Statement of the Problem**

The poor or low level academic achievement, high failure rate in examinations such as West African Senior School Certificate Examination (WASSCE), National Examination Council (NECO) etc. and low quality students that are turned out has called for very serious concern in the society. What could be responsible for this ugly trend, even when there are well trained and qualified teachers to teach effectively. A closer look at the learning environment proof that something need to be done to improve the academic performance of the students. A conducive classroom is very important for learning, because without the feeling of safety, students will develop anxiety and become uneasy in the classroom. But what is prevalent in our public secondary schools are chaotic and un-conducive classrooms, an environment that is highly unlikely to enhance expansive teaching and learning. Against this background, this study investigated the extent to which effective classroom management influences student academic performance in public secondary schools in Rivers State.

## **Purpose of the Study**

The purpose of this study was to investigate the influence of Classroom Management on students' academic performance in Rivers State. Specifically, the study sought to find out:

- The influence of classroom discipline on the academic performance of the students.
- The influence of effective teaching on students' academic performance.
- The influence of use of classroom reward system on students' academic performance.
- The influence of the use of delegation of Authority in the classroom on students' academic performance.

## **Research Questions**

The following research questions guided this study:

- How does classroom discipline influence academic performance of the students?
- How does effective teaching influence academic performance of the student?
- How does teachers reward system affect students' academic performance?
- How does delegation of authority to students influence academic performance of the students?

## **Research Hypotheses**

The following hypotheses were tested for this study:

- There is no significant relationship between classroom discipline and academic performance of the students.
- There is no significant relationship between effective teaching and academic performance of the students.
- There is no significant relationship between teachers reward system and academic performance of the students.

- Delegation of authority to students does not significantly influence academic performance of the students.

## **LITERATURE REVIEW**

### **Theoretical Framework**

The theoretical framework for this study was the teacher's behavior continuum of Wolfgang and Glickman 1980. In 1980, Wolfgang and Glickman, based on combination of psychological interpretation, theorized a framework to explain teachers' beliefs towards discipline. According to the continuum, Wolfgang and Glickman's instructional and behavioral classroom management, they, Wolfgang and Glickman (1980) developed a classroom management model that is expressed in series from interventionist to non-interventionist with interactionist connecting between the two extremes.

In the context of this theoretical frame work, the interventionist reacts to student's behavior with consequences. They emphasized what the outer environment (people and objects) does to the human organism to cause it to develop in its particular way. While non-interventionist, rather than react to students, plan their environment to proactively facilitate the classroom. The non-interventionist presupposes the student has an inner drive that needs to find its expression in the real world.

The interactionist seeks to utilize the best aspects of interventionist and non-interventionist. The interactionist (connecting between the two extremes) focus on what the individual does to modify the external environment as well as what the environment does to shape him or her. Wolfgang and Glickman (1980) assumed that teachers believe and act according to all the three models of discipline, but one usually predominates. Thus the application of the three theories emphasizes teacher behavior that reflects the corresponding degree of power possessed by the teacher and students.

This theory is relevant for this study because the three model of discipline in the series are applied by the teacher (even though one predominate) to manage the classroom. Besides the theory seek to explain classroom management, the different approaches and methods of classroom management and the effect of classroom management on students' academic performance. These are the same variables this study seeks to investigate.

### **Interventionist Classroom Management**

Managers of this approach seek to manage the classroom by intervening to shape student behavior with consequences. Key figures that make unequal contribution to this approach include Skinner, Bandura, Dreeikurus and Canter. Skinners behavior management beliefs focused on consequences for behavior. Skinner believed that behvaiour is shaped by the consequences that follow an individual's action. According to him reinforcements can increase desired behavior or decrease unwanted behaviours. Types of reinforcement could be social, graphic, tangible or an activity (Andrew 1998). In his book, Skinner said everything we know about operant conditioning is relevant to making behaviour more or less likely to occur upon a given occasion that is the traditional field of reward and punishment.

Operant conditioning of behavior is a process of behavior modification in which the likelihood of a specific behavior is increased or decreased through positive or negative

reinforcement each time the behavior is exhibited, so that the subject comes to associate the pleasure or displeasure of the reinforcement with the behavior. What Skinner (1975) implied is that, a teacher can control the classroom environment through instantaneous reinforcement. This reinforcement can come in positive (special opportunities, celebrations, candy) or negative, (loss of opportunities, office referrals, in school suspension, out of school suspension), forms to create an environment where each student work productively. Skinner believes that the student's behavior can be shaped by consequences.

Albert Bandura developed the social learning theory (Bandura, 1993). Based on the fact that the classroom has more than one student learning at a time. He extended the behaviourist concept of learning from consequences to include learning by observing the consequences of the behaviours of others.

Albert Bandura's social learning theory is built around the view that people learn appropriate and inappropriate behaviours from each other. Bandura thought that students learn through their perceptions and imitations of certain behaviours demonstrated by parents, teachers or other students. Bandura believed that as behaviours exhibited, each person would emulate one another, (Bandura 1993). According to Bandura's (1993) social learning theory, people acquire self-efficacy which allows them to possess self-control of their thoughts, actions inspiration, drive and feeling throughout various levels of life. He characterized self-efficacy as the beliefs in one's capability to organize and execute the courses of action required to manage prospective situations (Bandura, 1993). The theory also emphasizes the importance of student perception in the learning process with an emphasis in the idea that people frequently acquire knowledge, rules, skills, strategies, beliefs and attitudes by watching others (Bandura, 1993).

Bandura believed that self-efficacy convinced the choices people make because a person's experience and learning from others are the fundamental through which a person reveals his/her behavior (Bandura, 1993). Unless people believe they can produce desired results and forestall detrimental ones by their actions, they have little incentive to act or to persevere in the face of difficulties. Bandura (1993) shows how interaction between thought, influence and action work together with one's personal behavior and uniqueness along with the surrounding environment to make people both product and producers in the environment. This theory has a very important implication for classroom management. It is important for the classroom. It showed how students can learn from the consequences of others.

The interventionist classroom management approach is reactive in nature. They all faster methods to intervene with perceived consequences for student actions which may help others learn by observation (Bandura, 1993). Further, logical consequences can be as powerful as reward and punishments (Dreikurs 1991) and interventionist can be assertive (Canter & Canter, 1992). As good as it may be, the interventionist classroom management approach is not without limitations. For instance, interventionists are, in general, reactive rather than proactive. Students' behavior drives the classroom and the teacher can become full time disciplinarian rather than a teacher. Once a teacher gets caught in the reactive mode, a classroom problem seems multiplied (Churchward, 2009).

### **Noninterventionist Classroom Management**

Non-interventionist (Proactive) classroom management is geared towards planning ahead to stop any behavioural issues before they occur in the classroom. It is a more constructive strategy and could lead to positive behaviour and the development of self-discipline, thus the learners moral

behaviour (Erasmus, 2009). The non-interventionist may post rules, discuss the correct ways to act in the classroom and praise good behaviour. Some of the pioneer proponents of the noninterventionist (Proactive) theory are: Rogers, Kounin and Wong.

### **Jacob Kounin's Non Intervention Theory**

Jacob Kounin contributed the “ripple effect of discipline” to noninterventionist classroom management. Kounin, with the assistance of Paul Gump and James Ryan carried out a research study over the course of five years to determine how a teacher method of handling the misbehavior of one child influences other children who were audience to the event but not themselves target (Kounin, 1970). After watching thousands of hours of videotapes, they were able to discover that a teacher's classroom management style affected students' behavior. They identified different techniques associated with effective teachers such as, demonstrating to the student the teacher is aware of everything happening in the classroom, ability to deal with multiple situation at one time and dealing with small behaviours immediately (Kounin, 1970).

Harry Wong and his wife, Rosemary Wong listed four characteristics of a well-managed classroom viz: Students are involved with their work, particularly with academic; students always know what is expected of them and they tend to be successful. There is very little time off task such as wasted, disruption etc. and the classroom environment is work oriented along with being pleasant and relaxed. (Wong & Wong, 1998). Wong and Wong recommend that teachers establish procedure and teach them to student using a three-step approach. They believed that being effective means the teacher has an assignment going on the minute the students enter the classroom. Harry Wongs beliefs about the classroom are focused more on curriculum (White, 2006).

Wongs philosophy is not one for play in the learning environment. It aimed at the student working and producing at all times. Wong opine that teachers should explain all classroom rules, procedures and consequences to students (Wong & Wong 1998). Wong believes in teachers readiness meeting student's seating plans and immediate feedback, a belief based on the three import student behavior; discipline, procedures and readiness.

Wong and Wong (1998) recommended that all educators make the appropriate change to their classroom management method in order to meet the individual needs of each classroom. Wong belief that efficient classroom management generates an environment that is safe and productive learning environment for all stakeholders. On the whole, unlike the interventionist, the noninterventionist classroom management focuses on proactive approach.

### **The Interactionist Classroom Management**

Similar to that offered by Glasser (1997a), Rither and Hancock (2007) define the interactionist as believing students learn from interacting with peers in their environments. Interactionist classroom management style is a combination of noninterventionist and interventionist styles. Glasser William was the major proponent of this management technique (Glasser, 1997a). Beliefs were based on his two theories. Reality theory and choice theory. In reality theory, Glasser beliefs that misbehavior can be redirected by tackling it from logical consequences such as individual improvement plans for students, teachers/student conferences and providing ways for student to evaluate their own behavior. While the choice theory allows opportunities for students and

teachers understand each other individual behavioural differences changes and accommodation are made in the classroom once the teacher recognizes how the students would like to be treated.

Based on Glassers reality and choice theories, insight in changing misbehavior by means of logical consequences and conditioning would assist classroom management techniques use in the classroom setting. Choice theory teaches that we are all driven by four psychological needs embedded in our genes. They are: the need to belong, the need for power, the need for freedom and the need for fun (Glasser, 1997). Choice theory mainly present chances for teachers and students to recognize the individual behavioral differences of others. Modification and adjustment occur in the classroom when the teacher realize and understand how the student desire to be treated for the student to flow with the teacher. When teachers and students exhibit optimistic attitudes, classroom management becomes easier.

The concept of choice theory is now being used by both the behavioural and instructional management technique as a strategy for classroom management. He believe that interactionist classroom management is superior to interventionist or noninterventionist approaches to classroom management and can be trained in teachers. On the whole, interventionists are generally reactive in providing consequences for student behavior, while noninterventionists are generally proactive in providing learning environment that by pass negative student behaviours and the interactionists manage their classroom with a combination of interventionist approaches. Each of these approaches promises superior student outcomes.

## **CONCEPTUAL FRAMEWORK**

### **Classroom and Classroom Management**

A classroom is a space provided in a school where students gather and the teacher meets them for lectures. It is a room designated for teaching and learning. Classroom is a room set aside and specifically designed and furnish for the purpose of teaching and learning (Akinwumiju & Agabi 2008) in (Agabi, et al., 2013). A classroom is one of the facilities a school must have. Agabi, Onyake and Wali succinctly put: a school is not complete without at least one block of classroom to facilitate organized teaching and learning.

A classroom is very important because it facilitate teaching and learning. A conducive classroom environment increases the desire for knowledge and heightens creativity in learners, (Agabi et al., 2013). The classroom protects learners from the erratic weather condition such as rain, wind, and extreme weather conditions (Agabi et al., 2013). The classroom, with the aid of its facilities such as: the writing board, classroom seats and instructional materials, enhances teaching and learning.

For the classroom to be useful for the purpose it was meant to serve, teaching and learning, it has to be organized and maintained. This brings about the concept of classroom management. Classroom management refer to the sum total of plan of actions taken by the teacher in the classroom to bring about a conducive classroom environment that supports teaching and learning leading to success and achievement. Mecreary (2010) in Agabi, Onyeieke and Wali, (2013) defined classroom management as the process and strategies an educator uses to maintain a classroom environment that is conducive to students learning and success. Similarly, Dollad and Christensen (1996) defined classroom management as the action a teacher takes to bring about an environment that support and make easy instructions, academic, social and emotional learning.

Teachers in the classroom are the managers of the classroom activities. He is concerned with maintaining order, regulating the sequence of events and directing his own attention towards achieving educational goals. Classroom management plays a very important role in the teaching and learning process. Marzono (2003) said a classroom that is well managed will provide an environment in which teaching and learning can flourish. The success of any educational system depends largely on the effectiveness of classroom management. Classroom management techniques have been divided into two major components, behavioral management and instructional management (Martin & Sass, 2010).

### **Academic performance**

Academic performance is the extent to which a student, teacher or institution have achieved their short or long term educational goals. It is commonly measured through examination or continuous assessment for instance, Number of credit obtained at a sitting in WAEC or NECO examination represents academic performance of the candidate.

Students' academic performance is contingent upon a number of factors including: previous educational outcome, socio economic status of the parents, parent educational background, self- effort and self -motivation of students, learning preferences, standard and type of educational institution in which student get their education and the school in which they study, amongst others. Durden and Ellis (1995) observe that, the measurement of student's previous educational outcomes are the most important indicators of student future achievement, that is, the higher previous appearances, the better the students' academic performance in future endeavors.

However, Roddy and Talcott (2006) disagree with the assumptions that future academic performance are determined by preceding performance. In their research on the relationship between previous academic performance and subsequent achievement at university level; they found that student learning or studying at graduate level and the score secured did not predict any academic achievement at university level.

Graetz (1995) conducted a study on socio economic status of the parent of students and concluded that the socio economic background has a great impact on student academic performance. Main source of educational imbalance among students and students' academic success hinged very strongly on parents socio-economic status. Having the same view as Graetz (1995), Considine and Zappala (2002) in their study on the influence of socio economic disadvantages in academic performance of schools, in addition, noticed that these parents make available sufficient psychological and emotional shore up to their children by providing good education and learning environment that produce confidence and the improvement of skill needed for success.

Standard and type of education institution in which students get their education, strongly affect student learning outcome and educational performance. The education environment of the school one attends sets the parameters of students learning outcomes. Sparkles (1999) in Considine and Zappala (2000) showed that schools environment and teachers expectation from their students also have strong influence on students' academic performance.

Teachers, teaching in poor schools or schools having poor basic facilities often have low performance expectation from their students and when students know that their teacher have low performance expectations from them, it leads to poor performance by the students. Kwesiga (2002) asserts that students performance is also influenced by the school in which they study and that the number of the facilities in school offers usually determine the quality of the school which in turn

affect the performance and accomplishment of its students. In his own argument, he also asserts that schools influence educational process in content organization, teacher and teaching and learning and in the end evaluation of all. It is generally agreed that schools put strong effect on academic performance and educational attainment of students.

Students from elite schools perform better because these elite schools are usually very rich in resources and facilities. Hence the ownership of school and the fund available indeed influence the performance of the students. Adetayo, (2008) confirms this position when they noticed that school ownership, provision of facilities and availability of resources in school is an important structural component of the school. Private school due to better funding, small size, serious ownership, motivated faculty and access to resources such as computers perform better than public schools. These additional funding resources and facilities available in private schools enhance academic performance and educational attainment of their student.

### **Behavioral Management**

According to Martin & Sass (2010) behavioral management refers to the general daily maintenance of the classroom which include: classroom rules for students impute during instructional time and the type of reward system utilized. They continued that behavioral management is similar to but different from discipline in that it includes pre-planned efforts to prevent misbehavior as well as the teachers respond to it. Opining, Zimmerman (2011) said that Behavioral Management is related to the expectations a teacher hold for their student. That it is not enough to expect students to keep their hands to themselves or raise their hand to speak, students also need to understand how you expect them to walk in the classroom, how to turn in their papers, how you want them to sit at their desk; they need to know how to get your attention appropriately and what voice level to use, at what time. Slater (2002) mention five areas an educator should make their focal point as they desire to maintain people management: communication, fairness, listen, empower and change.

Managing behavior of students in the classroom is significant for the teacher because it can affect instruction, learning and performance. Walker (2009) asserts that the best teachers don't simply teach content, they teach people and Marzono, Pickering and Pallack (2001) said to effectively teach their student, teachers need to employ effective behavioral management strategies, implement effective instructional strategies and develop strong curriculum. When students with behavior issues are not properly handled, they can negatively influence the learning environment by persuading others to join them.

### **Instructional Management**

Instructional management include aspects such as monitoring each work, structuring of the daily routine as well as teachers use of lecture and student practice, interaction, participatory approaches to instructions (Martin & Sass 2010). Instructional Management is when the educator maintain control within their classroom with the rigor of the lesson within the classroom where the student engaged and on task because students are very impressionable and require teachers who have the knowledge of how to create the best outcome for everyone in the learning environment.

Churchward (2009) suggested three approach to classroom management: Non-interventionist, Interventionist and Interactionist. These approaches were investigated in this study. According to Churchward (2009), Non-interventionist, a proactive approach is being prepared and

being in control, interventionist, a reactionist approach, is doing this because some students did that while interactionist believe that students learn from interacting with peers in their environment, which is a shared classroom management strategy.

Wong (1998), the proponent of Non-interventionist purports to the theory that class room issues must be handled before an issue occurs. Wong (1998) said in his management strategy, students involved with their work especially with academics—teacher lead instructions, always know what is expected of them and they tend to be successful. They have little time off task such as wasted, disruption time etc. The classroom environment is work oriented along with being pleasant and relaxed.

Canter (2006) designed assertive discipline approach, which falls within the category of interventionist approach. According to Canter, the procedure is familiar to the teacher and ensures that rule making is within the teachers' authority. Items like positive consequences, reward, and negative consequences and punishment were selected for the benefit of both the student and the teacher. Etheridge (2010) sees assertive discipline originally designed by Canter (2006), as a disciplinary approach that is designed to acknowledge a take charge and assertive approach on the part of the teacher.

Classroom management and learning appears to be linked up and so if the teacher is striving to develop students who can perform academically through their school experience, then classroom management techniques need to be studied to determine which methods is more effective for students' academic performance. However, few studies up to date have explored possible linkage between classroom management and students' performance. This gap in the literature is reflected in the problem statement.

## **Classroom Management and Student Academic Performance**

Classroom Management is the action and direction a teacher takes to create a successful learning environment, having a positive impact on students' performance, given learning requirement and goals. A well-managed classroom give the teacher a firm control over the class whereas the teacher loses control over the class if it is not well manage. Robert Digiulio see positive classroom management as the result of four factors: How teachers regard their students, how they set up the classroom environment, how skillful they teach the content and how well they address students behavior. Positive (well managed) classroom environment is consistent with expectation (better performance). It then implies that classroom management involve two aspects, instructional management and behavioral management.

Student's behavior, if not well managed, it can affect instructions, learning and performance. In his own observation Walker (2009) noted that the best teachers don't simply teach content, they teach people. A well-managed classroom that enhances effective teaching and learning shore-up student's academic performance (Moore, 2008), assessed two hundred and seventy students and nineteen grammar school teachers and concluded that the findings of his research study suggest that relationship exist between some classroom management strategies and higher student's performance scores in diverse elementary setting.

Academic performance is a concept used to qualify the observable manifestation of knowledge, skill, understanding and ideas. It is the application of a learned product that at the end of the process provided mastery of the subject. It is the measured ability and achievement level of a learner in a school, subject or a particular skill. According to Fadipe (2000), academic

performance takes into cognizance both quality and quantity of internal and external results accomplished.

Academic Performance also indicates how relevant and competent the graduates are in meeting the societal needs and aspiration. The academic acquisition of a particular grade in examination indicates candidate's ability and mastery of the content and skill in applying learned knowledge to a particular situation. A student's success is generally judged on examination performance, that is, success is a crucial indicator that a student has benefited from a course of study. To this end, the success of any educational system depends largely on the effectiveness of classroom management.

## **Discipline and Academic Performance of the Students**

Webster's New encyclopedic dictionary define discipline among others as a training that corrects, mold or perfects the mental faculties or moral character. It is a control gained by enforcing obedience or order. Discipline, according to Galabawa, (2001) is an activity of subjecting someone to a code of behavior, that there is wide spread agreement that an orderly atmosphere is necessary in school for effective teaching and learning to take place. Discipline involves the preparation of an individual to be a complete and efficient member of a community; and a disciplined member of a community is one that knows his/her rights and obligation to the community. That is, the individual must be trained to have self- control, respect, obedience and good manners.

Okumbe (1998) identify two types of disciplines, Positive and negatives discipline. The positive discipline also known as self- discipline comes from the aim and desires that are within the person, where there is no element of fear. Okumbe (1998) connects positive discipline with preventive discipline, providing gratification in order to remain committed to a set of values and control individual responsibility in the management of time, respect for school property, school rules and authority and good relation between students and teacher.

Punishment in schools are considered as a disciplinary measure and therefore used as a means to maintain good discipline, referring to conformity and order in schools. Punishment as a social institution is intended to control, correct or bring into desired line, the individual or group of individuals behavior. In line with this opinion, Okumbe (1998), said punishment in school is meant to instill discipline and is meted on students who violates the school rules and regulations and that it is administered to bring about the desired change in behavior and improve school discipline if commensurate with the offence committed.

Viewing from the angle of accountability, Cotton (2006) opined that punishment in the school system are expected to teach students accountability for their mistakes, that is, to teach them the relationship between their behaviors and the outcome. However, Omari (2006) argued that punishment does not teach the correct behavior, that it destroys even the opportunity to demonstrate the acceptable behavior. He asserts that from the age of eighteen years onwards, there is a growing opposition to any use of physical force in disciplining the individual.

This argument brings us to the negative form of discipline which according to Okumber (1998) occurs when our individual is force to obey orders blindly or without reasoning. In which, he continued, the individual may pretend to do the right thing or behave well when the superiors are present but turned the other way round when his/her superiors are absent. He illustrated his argument with a situation where a student may behave well when the teacher is present but resort to mischief as soon as the teacher is out sight.

This discipline, the positive discipline, also referred to as self-discipline, boost academic achievement. Time management not only an element of discipline but an indicator of self - discipline is an essential ingredient in goal attainment, academic outcome inclusive. In their view, Eilam and Aharon (2003) stressed that time management can be viewed as a way of monitoring and regulating self as regards the performance of multiple tasks within a certain time period and, therefore, for a better academic outcome, the students' self -attitude and participation is required as a principle of time management practice. Success can only be achieved when students discipline themselves and show a good management of time. Kelly (2004) expresses similar view and argued that efficient use of time on the part of the students and school administrators directly associated with increased academic performance.

However, some disciplinary actions are counter academic achievement. Canter, (2006) argues that although discipline is one of the most common problems for teachers, some punishment such as corporal punishment should not be used because no evidence suggests that they have produced better result academically, morally or that it improves school discipline. Corporal punishment may instill fear in the mind of the student or it may lead to physical injury if not well administered by the teacher. Both situations may lead to absconding or absence from school and consequently reducing the academic performance of the student. Hence, it is important that teachers need always realize the appropriateness of a punishment before meting out on the student. It is important to ensure that the best behavior and conditions are established, inculcated and maintained for effective learning to take place in our secondary schools. This could be achieved through the teacher's effective classroom management and advanced planning by the school administrator and the teacher. Effective teaching and learning is correlated with higher academic outcome and this is better achieved in a disciplined school environment in which the student and teachers know that they are on the same side working together to achieve higher academic outcome.

### **Effective Teaching and Academic Performance of the Students**

Teaching is an art and the quality of teaching depends on the love, dedication, devotion, training and the experience of the teacher towards the subject of knowledge. It is he who plans, organizes, designs, directs, motivates and inspires others to learn, using standard teaching techniques to impart knowledge (Okolocha & Onyeneke, 2003). Teaching involves human resource development for individual and economic growth, done systematically by professionals who have acquired some skills and knowledge through training and or experience. In Akinmusire (2012) opinion, to make desirable impact, teaching must aim at total development of the individual, that is, to enhance intellectual capabilities, developmental and cognitive intellectuality, foster psycho-social skills and draw out neuro-physical talent of the learners.

These facts obviously show that teaching is very important hence schools give high priority to developing effective teaching and solving teaching challenges. According to Okolie (2014), effective teaching may include high level of creativity in analyzing, synthesizing and presenting knowledge in new and effective ways. He continued that, it should instill in the learners the ability to be analytical, intellectually curious, culturally aware, employable and capable of leadership. Omoifo and Urevbu (2007) expressed similar opinion and said, effective teaching implies the use of clearly formulated objectives by the teacher, illustrated instruction that will enable students to acquire desired knowledge content, apply the knowledge to classroom and other related problem, think and take independent decisions and the use of evaluation technique by the teacher.

Akomolefe (2010) established some of the characteristics of effective teaching, they include: attention on students achievement, quality teaching responsive to students learning process, effective and efficient learning opportunities, pedagogical practices that create cohesive learning community, feedback on students task engagement amongst others. Teaching will be said to be effective when it impacted upon the character of the learner, leading to transformation of the learner. Holding similar view, Adegbile (2008) said the object of effective teaching includes assisting learners to conceptualize ideas, process thoughts and develop their potentials, contribute to thinking and creativity in the subject, nurture and sustain student, suit the circumstances of teaching and learning and suit the individual teachers' ability and interest. He also describe an effective teacher as efficient, reliable and courteously equipped with professionalism, creative in imagination, busting ingenuity and depth of experience necessary for optimal performance and achievement of goal.

An effective teacher is able to utilize appropriate technique to gain and maintain the attention of students. He is able to show requisite pedagogical insight and professional qualities and use same to direct the teaching and learning process to the point of achieving stated educational objective. It is not possible to guarantee a meaningful academic outcome without effective teachers to translate the laudable academic curriculum into practice in the classroom. Teachers obviously are the hub of the educational system. According to Okolocha, and Onyeneke, (2013), teachers are the most important factor in students learning next to students themselves. Still stressing on teachers effectiveness, Okolocha and Onyeneke (2013) said the importance of teachers, the application of pedagogical knowledge into classroom oriented plan of action constitute the most essential fabric upon which the success of the school, its administration and the entire education system rest. Similarly, Ademola (2007) opined that an educational system with low quality teachers will produce students with poor inspiration and aspiration. Such students he said, will not grasp enough of the subject matter and cannot learn with ambition.

Babalola (2009) posited that experience in Nigeria has revealed that students' academic achievement in secondary schools largely depend on the competence and dedication of the teacher who has a significant role to play in the reshaping of the creative potentials and ability of students. From these facts, it becomes clear that students' academic performance is to a great extent dependent on the effectiveness of the teacher. According to Afe (2001), teachers have been shown to have important influence on students' academic achievement and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with students.

Although, teachers strong effect would significantly influence students' academic achievement, other intervening variables such as socio economic background, family support, intellectual aptitude of student, personality of students, self-confidence and previous instructional quality have been found to also influence students examination score either positively or negatively (Starr, 2002). Even though, students' academic score are not the only predictors of teachers effectiveness but students, administrators, colleagues and teachers self -evaluation has been used to evaluate teachers' effectiveness. Barnett (2003), Imhanlahini and Aguele, (2006) indicated that studies have shown that students rating are valuable indicators of teachers effectiveness. As indicated by Barnett (2003) above, several studies including: Adu and Olatundun (2007) Adeliwura and Tayo (2007) Schecter and Thum (2004) Starr (2002) Lockhead and Knomenan, (1998) and others have been conducted on the influence of teachers teaching on the learning outcome of students as measured by students' academic performance and the studies suggested that effective teaching is a significant predictor of students' academic achievement.

Therefore, effective teachers should produce students of higher academic performance. The literature reviewed indicates that effective teachers positively influence the academic achievement of students. However, students related factors were also identified as being capable of influencing students' academic performance positively or negatively.

## **METHODOLOGY**

### **Research Design**

Correlational survey design was used in this study, which seeks to sample the opinion of teachers in secondary schools in Rivers State on classroom management and how it could influence the academic performance of students'.

### **Population of the Study**

The population of the study consisted of Two Thousand, One Hundred and Thirty-One (2,131) teachers in Twenty-Six (26) senior secondary schools in Port Harcourt and Obio Akpor Local Government Areas in Rivers State (Appendix 3, source: Rivers State Senior Secondary Schools Board, State Summary of Academic Staff, (2014-2015) Academic Session).

### **Sample and Sampling Technique**

The sample for the study comprised Two Hundred and Eighty (280) teachers who were randomly selected from eight (8) public secondary schools in Port Harcourt and Obio Akpor Local Government Areas in Rivers State through a simple random sampling technique. The sample was selected from a total of two thousand, one hundred and thirty-one (2,131) teachers in Twenty-Six (26) secondary schools in Port Harcourt and Obio Akpor Local Government Areas. This method was adopted since the targeted population was homogenous and the selection of this sample will serve as a representative of the total population.

### **Instrumentation**

The instrument used for this study was a sixteen item self-structured questionnaire captioned, "Effective classroom management and student academic performance, questionnaire (ECMSAPQ). The ECMSAPQ consisted of two sections, A and B. Section A elicited demographic information about the respondents while section B contains 16 items on a four point Likert like rating scale of strongly agree (4 points), agree (3 points), strongly disagree (2 points) and disagree (1point) respectively to elicit information on effective classroom management and academic performance of the students.

### **Validity of the Instrument**

The face and content validity of the self-structured questionnaire; Effective classroom management and student academic performance questionnaire (ECNSAPQ) was validated by three experts, the researchers supervisor, a seasoned statistician, and an educational management and evaluation

specialist separately and their comments and corrections lead to the modification of the items and the modified items were retained and administered on the sampled respondents.

### Reliability of the Instrument

The reliability of the instrument was determined using the test-retest reliability technique on 20 respondents outside the sample of the study. The data collected on the two tests were analyzed using Pearson product moment correlation coefficient (r), a reliability coefficient of 0.88 was obtained showing that the instrument was reliable and consistent for the study.

### Administration of Instrument and Data Collection

The instrument was administered to the respondents by the researcher and two research assistants. Afterwards, the completed instrument was retrieved from the respondents.

### Method of Data Analysis

The data collected from the field were analyzed using mean and standard deviation to answer the research questions, while the hypotheses were tested using Pearson product moment correlation coefficient (r) in testing the significant relationship implied in the hypotheses.

## RESULTS

**Research Question 1:** How does classroom discipline influence academic performance of the students?

Table 1: How classroom discipline influence academic performance of the students

S/N	How does classroom discipline influence students' academic Performance?	Mean( $\bar{X}$ )	SD	Remarks
1	When the teacher closely monitor off task behaviour during lessons, it enhance students' academic performance-	3.50	0.83	Agreed
2	Disciplined teachers have the ability to minimize disciplinary problems and which ensures quality output.	3.28	1.07	Agreed
3	Regular and prompt attendance to class lessons improves academic performance of the students.	3.36	0.75	Agreed
4	A quiet and noiseless classroom enhances students' academic performance.	3.40	0.76	Agreed
	<b>Grand Mean</b>	<b>3.38</b>	<b>0.85</b>	<b>Agreed</b>

Table 1 shows how classroom discipline influence academic performance of the students. Item 1-4 yielded the mean 3.50, 3.28, 3.36 and 3.40. This is an indication that when the teacher closely monitors off task behaviour during lessons, it enhances students' academic performance. Disciplined teachers have the ability to minimize disciplinary problems and which ensures quality output, regular and prompt attendance to class lessons improves academic performance of the students and a quiet and noiseless classroom enhances students' academic performance influence the performance of the students. Since 3.38 is above the criterion mean, classroom discipline

therefore influences academic performance of the students in Port Harcourt metropolis and Obio/Akpor Local Government Areas in Rivers State.

**Research Question 2:** How does effective teaching influence academic performance of the student?

Table 2: How effective teaching influence academic performance of the student

S/N	How does effective teaching influence academic performance of the student?	Mean ( $\bar{X}$ )	SD	Remarks
5	Daily teaching routine enhances students' academic performance.	2.99	1.17	Agreed
6	A teacher that goes around the classroom to ensure that students are actively participating in learning activities makes the student perform better.	3.55	0.65	Agreed
7	A teacher that is against malpractice during classroom test and examination assure student's quality.	3.11	0.93	Agreed
8	Keeping students engaged with regular assignments enhance students' performance.	3.31	0.82	Agreed
	<b>Grand Mean</b>	<b>3.24</b>	<b>0.89</b>	<b>Agreed</b>

Table 2 shows how effective teaching influence academic performance of the students. Item 5-8 yielded the mean 2.99, 3.55, 3.11 and 3.31. This is an indication that daily teaching routine enhances students' academic performance. A teacher that goes around the classroom to ensure that students are actively participating in learning activities makes the student perform better. A teacher that is against malpractice during classroom test and examination assure student's quality and keeping students engaged with regular assignments enhance students' performance. Since 3.24 is above the criterion mean, effective teaching therefore influences academic performance of the students in Port Harcourt and Obio/Akpor Local Government Areas in Rivers State.

**Research Question 3:** How does teachers reward system affect students' academic performance?

Table 3: How teachers reward system affect students' academic performance

S/N	How does teachers reward system affect students' academic performance?	Mean ( $\bar{X}$ )	SD	Remarks
9	A teacher that reward students for good behaviour in the classroom enhances students' performance.	3.33	0.81	Agreed
10	Clapping hand for a student that performs well in the classroom will motivate others to do better.	3.39	0.89	Agreed
11	A teacher who reward students in the class with gift item motivates other students for better performance.	3.15	0.79	Agreed
12	Praise and recognition of students for brilliant performance encourages others for improved academic performance.	3.20	0.85	Agreed
	<b>Grand Mean</b>	<b>3.27</b>	<b>0.84</b>	<b>Agreed</b>

Table 3 shows how teachers reward system influence academic performance of the students. Item 9-12 yielded the mean 3.33, 3.39, 3.15 and 3.20. This is an indication that a teacher that reward students for good behaviour in the classroom enhances students' performance. Clapping hand for a student that performs well in the classroom will motivate others to do better. A teacher who reward

students in the class with gift item motivates other students for better performance and praise and recognition of students for brilliant performance encourages others for improved academic performance. Since 3.27 is above the criterion mean, teacher rewards system therefore influences academic performance of the students in Port Harcourt and Obio/Akpor Local Government Areas in Rivers State.

**Research Question 4:** How does delegation of authority to students influence academic performance of the students?

Table 4: How delegation of authority to students influence academic performance of the students

S/N	How does delegation of Authority to Students' academic performance of the student?	Mean ( $\bar{X}$ )	SD	Remarks
13	Use input from students to create classroom rules enhance effective academic performance of the students.	3.23	0.96	Agreed
14	Appointment of a class prefect who coordinates academic activities between the teachers and students creates room for good academic performance of the students.	3.80	0.52	Agreed
15	Appointment of a student in the classroom to take charge of noise makers creates an environment that is conducive for effective teaching and learning.	3.30	2.02	Agreed
16	Creating a duty roster for the cleaning of the classroom facilitates create a conducive environment for effective teaching and improves students' academic performance.	3.42	0.80	Agreed
	<b>Grand Mean</b>	<b>3.44</b>	<b>1.08</b>	<b>Agreed</b>

Table 4 shows how delegation of authority to students influence academic performance of the students. Item 13-16 yielded the mean 3.23, 3.80, 3.30 and 3.42. This is an indication that a teacher that use input from students to create classroom rules enhance academic performance of the students, appointment of a class prefect who coordinates academic activities between the teachers and students creates room for good academic performance of the students, appointment of a student in the classroom to take charge of noise makers creates an environment that is conducive for effective teaching and learning, and creating a duty roster for the cleaning of the classroom facilitates effective teaching which improves students' academic performance. Since 3.44 is above the criterion mean, delegation of authority to students therefore influences academic performance of the students in Port Harcourt and Obio/Akpor Governement Area in Rivers State.

### Test of Hypothesis

**Hypothesis: 1:** There is no significant relationship between classroom discipline and academic performance of the students.

Table 5: Relationship between classroom discipline and academic performance of the student

Variables	N	Mean	SD	DF	P-value	r -cal	r-cri	Remarks
Classroom discipline	280	13.54	6.42	278	0.001	0.7180	0.195	Significant
Academic performance	280	13.48	6.83					

$P < 0.05$ ; not significant at 0.05 level of significance

Table 5 shows that the calculated r-value of 0.718 is greater than the r-critical value of 0.195 at degree of freedom of 278 and 0.05 level of significance. This implies that the null hypothesis ( $H_0$ ) is rejected, and alternative hypothesis ( $H_1$ ) accepted meaning that there is a significant and strong positive relationship between classroom discipline and students' academic performance.

**Hypothesis 2:** There is no significant relationship between effective teaching and academic performance of the students.

Table 6: Relationship between effective teaching and academic performance of the students

Variables	N	Mean	SD	DF	P-value	r -cal	r-cri	Remarks
Effective teaching	280	12.96	6.42	278	0.001	0.829	0.195	Significant
Academic performance	280	13.29	6.83					

$P < 0.05$ ; not significant at 0.05 level of significance

Table 4.6 shows that the calculated r-value of 0.829 is greater than the r-critical value of 0.195 at degree of freedom of 278 and 0.05 level of significance. This implies that the null hypothesis ( $H_0$ ) is rejected, and alternative hypothesis ( $H_1$ ) accepted that indicates that there is a significant and strong positive relationship between effective teaching and students' academic performance.

**Hypothesis 3:** There is no significant relationship between teachers reward system and academic performance of the students.

Table 7: Relationship between teachers rewards system and academic performance of the students

Variables	N	Mean	SD	DF	P-value	r -cal	r-cri	Remarks
Reward system	280	13.07	6.42	278	0.001	0.861	0.195	Significant
Academic performance	280	13.21	6.83					

$P < 0.05$ ; not significant at 0.05 level of significance

Table 4.7 shows that the calculated r-value of 0.861 is greater than the r-critical value of 0.195 at degree of freedom of 278 and 0.05 level of significance. This implies that the null hypothesis ( $H_0$ ) is rejected, and alternative hypothesis ( $H_1$ ) accepted meaning that there is a significant and strong positive relationship between teachers reward system and students' academic performance.

**Hypothesis 4:** Delegation of authority to students does not significantly influence academic performance of the students.

Table 8: Relationship between teachers' delegation of authority to students and academic performance of the students

Variables	N	Mean	SD	DF	P-value	r-cal	r-cri	Remarks
Delegation of authority	280	13.75	6.42	278	0.001	0.541	0.195	Significant
Academic performance	280	13.51	6.83					

*P < 0.05; not significant at 0.05 level of significance*

Table 4.8 shows that the calculated r-value of 0.541 is greater than the r-critical value of 0.195 at degree of freedom of 278 and 0.05 level of significance. This implies that the null hypothesis ( $H_0$ ) is rejected, and alternative hypothesis ( $H_1$ ) accepted that indicates that there is a significant and moderately strong relationship between delegation of authority to students and students' academic performance.

## DISCUSSION

### Influence of Classroom Discipline on the Academic Performance of the Students

The result revealed influence of classroom discipline on the academic performance of students. The results indicated that there is a significant and strong positive relationship between classroom discipline and students' academic performance, in other words, the academic performance of students depends on the influence of classroom discipline. From the calculated r-value of 0.718 which is greater than the r-critical value of 0.195 at the degree of freedom of 278 and 0.05 level of significance, this shows that there is a significant relationship between the Influence of classroom discipline and the academic performance of the students. This finding is in line with the study of little and Akinlittle (2008), demonstrate that wide range of teachers uses rules, procedures and consequences in managing the classroom.

### Influence of Effective Teaching on Students' Academic Performance

The result revealed influence of effective teaching on students' academic performance. The result also indicated that there is a significant and strong positive relationship between effective teaching and students' academic performance, in other words, students' academic performance depends on the effective teaching. From the calculated r-value of 0.829 which greater than the r-critical value of 0.195 at the degree of freedom of 278 and 0.05 level of significance, this shows that there is a significant relationship between the Influence of effective teaching and students' academic performance. This finding is in line with Akomolefe (2010), he established some of the characteristics of effective teaching, they include attention on students' achievement.

### Influence of Use of Classroom Reward System on Students' Academic Performance

The result revealed influence of use of classroom reward system on students' academic performance, which indicated that there is a significant and strong positive relationship between the use of classroom reward system and students' academic performance. in other words, the academic performance of students depends on classroom reward system. From the calculated r-value of 0.861 which is greater than the r-critical value of 0.195 at the degree of freedom of 278 and 0.05 level of significance, this shows that there is a significant relationship between the

Influence of use of classroom reward system and students' academic performance. This result agrees with Mallum and Haggai (2000), who opine that with motivation, the work of the teacher is made easier, that motivated students are eager to learn, willing to undertake learning activities and attend lessons regularly and punctually.

### **Influence of the Use of Delegation of Authority in the Classroom on Students' Academic Performance**

The result revealed influence of the use of delegation of authority in the classroom on students' academic performance, which also indicated that there is a significant and moderately strong relationship between the use of delegation of authority in the classroom and students' academic performance, in other words, the academic performance of students depends on the use of delegation of authority. From the calculated r-value of 0.541 which is greater than the r-critical value of 0.195 at the degree of freedom of 278 and 0.05 level of significance, this shows that there is a significant relationship between the Influence of the use of delegation of authority in the classroom as a classroom management strategy and students' academic performance. This finding agrees with Moore, (2008). Moore, in a study, assessed two hundred and seventy students and nineteen grammar school teachers and concluded that the findings of his research study suggest that relationship exist between some classroom management strategies and higher student's performance scores in diverse elementary setting.

### **CONCLUSION**

This study has evidently illuminated the relationships between classroom management and students' academic performance in Port Harcourt and Obio/Akpor Local Government Areas in Rivers State. Indications from this study are robust that the classroom management strategies used in this study shows significant relationships. Classroom rules, enhanced classroom environment, reinforcement strategies and reductive procedure are classroom management practices that strengthen effective classroom management (Little & Akinlitle, 2008).

The investigation revealed classroom management models, the interventionist, noninterventionist and interactionist models, that have immensely improve the way classrooms are managed. This study has proved that effective classroom management lead to higher academic achievement among the students in Port Harcourt and Obio/Akpor Local Government Areas in Rivers State. Taila, (2009), found that secondary school students outcome were better when students perceive the teacher's classroom management; approach as being well prepared and well organised.

### **Recommendations**

Based on the findings in this study, the following recommendations were made:

- Teachers should intensify classroom discipline to encourage high academic performance of students;
- Teachers should ensure a regular and prompt attendance to class lessons to encourage seriousness in students which can help to improved academic performance;

- Teachers should ensure that students participate actively in the activities of learning for a better academic performance;
- Adequate educational facilities and resources should be provided in all nooks and cranes of the communities in Nigeria without concentration in a particular geo political zone to enable a widespread and better academic performance of students;
- Parents should also ensure they play an active part at home to ensure that students do not abandon their studies at home. It will help them perform better.

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