



International Journal of Institutional Leadership, Policy and Management
Volume 3, Issue 3, pp. 382-411. 2021

ISSN: 2735-9220

www.ijilpm.com.ng



CLASSROOM MANAGEMENT AND PUPILS' ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN RIVERS STATE

Helen N. L. NWANKWOALA

Department of Education Management

Faculty of Education

Ignatius Ajuru University of Education, Nigeria

nwankwoalahelen@yahoo.com

ABSTRACT

This study focused on classroom management and academic performance of pupils in public primary schools in Rivers state. This Study adopted correlation research design. To investigate the relationship between two variables: Classroom Management and Pupils' Academic Performance. The population of the study was 8, 432 teachers in public primary schools in Rivers State. The sample size was 1,554 respondents drawn by stratified simple random Sampling Techniques. This was about 18.5% of the population. A self-structured instrument titled Classroom Management Questionnaires (CMQ) and Pupils Academic Performance Questionnaire (PAPQ) were used for the data collection. The instruments were validated by the researchers' colleagues from the department of educational Management of Ignatius Ajuru University of Education, Port Harcourt. The reliability of the instruments were determined by the use of pilot study conducted on 30 teachers outside the sample of the study and the data collected were analyzed by the use of Pearson Product Moment correlation (PPMC) which yielded 0.77 and 0.79 reliability indexes. This shows that the instruments were reliable. The data collected were analyzed by using mean and standard deviation to answer the research Questions while Pearson Product Moment correlation analysis was employed in testing the null-hypotheses at 0.05 level of significance. The study revealed that; classroom discipline influences pupils' academic performance in public primary schools in Rivers State; effective teaching enhances pupils' academic performance in public primary schools in Rivers State; teacher reward influences pupils' academic performance in public primary schools in Rivers State and delegation of duties influences pupils' academic performance in public primary schools in Rivers State. The study thus concluded that, classroom discipline, effective teaching, teachers' rewards and delegation of authority to pupils all have significant relation with pupils' academic performance in public primary schools in Rivers State. It therefore recommended among others that school headmasters and headmistresses should ensure that teachers maintain proper classroom management since this aids pupils academic performance.

Keywords: classroom management, class discipline, effective teaching, delegation of authority, teacher rewards.

Reference to this paper should be made as follows:

Nwankwoala, H. N. L. (2021). Classroom management and pupils' academic performance in public primary schools in Rivers State. *International Journal of Institutional Leadership, Policy and Management*, 3(3), 382-411.

Copyright © IJILPM 2021.

INTRODUCTION

The management of a classroom is to a large extent the responsibility of the classroom teacher, even though he or she can involve students or any of his or colleague in this, yet the entire result of well managed or wrongly control class rests on him or her. Nwankwoala (2016) defined management as an effective and efficient organization and utilization of the available human and material resources in a certain system with the purpose(s) of achieving the set goal(s) of that system. It involves exercising of designated authority and control. Classroom management has been highlighted across numerous research studies as a major variable that affects students' academic performance (Marzono, 2018). The most obvious reason for this assertion is that, effective classroom management sets the stage for teaching and learning. It sets a tone in the classroom that captures students' attention as a necessity for effective teaching and learning (Marzono, 2008). This statement is obvious since a classroom which is chaotic and disorganized as a result of poor classroom management is highly unlikely to enhance expansive learning and students' academic performance and might, indeed, inhibit it.

Idopise (2014) opined that little academic learning can take place. 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. Classroom management can be said to mean the exercise of managerial control over class activities, it has to do with supervising, controlling, co-coordinating, directing of students, classroom activities in order to achieve the set educational goals (Nwankwoala, 2018).

Classroom Management is one of the neglected areas in our public primary 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 parents/guardians prefer to enroll their children and ward in schools that are performing well academically.

Bassey (2012) opined that the wider view of classroom management shows increased engagement, reduction in inappropriate and disruptive behaviors, promotion of student responsibility for academic work, and improved academic performance of students. Classroom management is a skill that can be acquired like any other profession. It is a skill that must be practiced to achieve proficiency. Classroom management thus requires specific skills such as planning organizing, as well as an aptitude for team work. It requires a great deal of commitment, initiatives, teachers' willingness to adjust, creative thinking and actions (Abel, 2011). Walter (2016) also stated that classroom management differs from one teacher to another because of the teacher's personality, teaching style, preparedness, and number of students in the classroom. Umoren (2010) was of the view that the concept of classroom management is broader than the notion of student control and discipline, it includes all the things teachers must do in the classroom to foster students' academic involvement and cooperation in classroom activities to create conducive learning environment.

Morse (2012) stated that classroom management involves curtailing learner's disruptive behaviors such as fighting and noise making, close observation, arrangement of classroom learning materials, and response to students who suffer from poor sight (vision), poor reading, poor writing, poor spelling, shame, dullness, hyperactivity and poor study habits. Effective classroom management put the teacher in firm control of the classroom and provide orderliness

and safety needed for instruction and learning. When classroom management is viewed in a more wider and holistic sense, incorporating every element of the classroom from lesson delivery to classroom environment becomes important (Nicholas, 2017). Nicholas (2017) equally stated that this includes creating organized and orderly classroom, establishing expectations, inducing students' cooperation in learning tasks, and dealing with the procedural demands of the classroom. This view of classroom management contrasts to a more narrow view of classroom management as it deals with just discipline and control.

Classroom management refers to the orderly and professional arrangement and coordination of classroom activities in order to provide an environment conducive for teaching and learning (Owan, 2012). Ahmad, Hussain, Alia, Mubarka and Batool(2017) opined that classroom management procedures assume an indispensable part in upgrading learners' learning. Again, Nwankwoala (2018) defined classroom management as all the effects the classroom teacher puts using the available human and material resources in the classroom to achieve set educational objectives and goals. Classroom administration involves the exercises to arrange and guide classes to accomplish particular objectives. To keep up a positive learning condition in the classroom is teachers' obligation. A very much oversaw classroom offers a helpful domain for compelling teaching and learning.

Classroom management is a significant part of effective teaching and learning process. Due to an effective classroom management, pupils flourish in a positive class climate and a compassionate environment. From a pupils' perspective, effective classroom management provides them the opportunities to socialize themselves while learning. From a teacher's perspective, effective classroom management involves precautionary discipline and fruitful teaching. Furthermore, classroom management is the process of organizing and conducting the business of the classroom, many perceive it as the preservation of order through teacher control. Classroom management is much more than that; it also involves the establishment and maintenance of the classroom environment so that educational goals can be accomplished (Savage & Savage, 2010).

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, (2014), 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 expressed 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 primary schools is that of teachers' quality. Non-professional teachers' are being 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 pupils by planting the seed of aspiration, noble goals and dreams in their hearts and be a role model by

showing the way to greatness to pupils. A qualified and professional teacher is more likely to resolve and prevent conflicts in the classroom, thus, bringing about a better classroom environment conducive for teaching and learning, leading to better academic performance.

Classroom management is a comprehensive term for a variety of teacher actions designed to improve learning. Classroom management usually refers to management of physical environment and instructional materials (Olurndara, 2014). It also concerns with the organization of non-academic task such as checking of class attendance, record keeping of class progress, monitoring and regulating the activities and behaviour of students, maintaining order and disorder which are essential for teaching and learning. In contributing to effective classroom management by the teacher, Balawin (2010) maintained that there should be necessary equipments to help the teacher manage the class with ease. A good classroom management makes good instruction possible. In addition, classroom management is a significant part of an effective teaching learning process. Due to effective classroom management, students flourish in a positive class climate and a compassionate environment. From a students' perspective, effective classroom management involves precautionary disciplining and fruitful teaching (James & Chilva, 2008). Okehi, (2014) concluded that physical environment of the classroom and seating arrangement are interrelated and managed alongside.

Effective classroom management is much more than just administering corrective measures when a student/pupil misbehaves, it is about developing proactive way to prevent problems from occurring in the first place while creating a positive learning environment Kaushar, (2013). Ini and Fuller, (2016) noted that although there are other moderating factors associated with students classroom behaviour and academic performance of students, teachers time management, teachers effective communicative skills, teachers classroom discipline and teachers quality are the factors that determine the level of academic performance of the students in school.

Ibe et al. (2009) defined academic performance as "the ability of the student/pupil relative to the distribution of abilities in scholastic tests". Onyejiaka (2011) saw academic performance as the rating of an individual student following a scholastic assessment. He maintained that a student's academic achievement may be low, average or high depending on certain variable. Denga (2019) was the belief that academic performance is crucial for a student's educational achievement, this implies that the academic achievement of a child determines in no small measure his educational advancement or otherwise. Aziude, (2017) contended that academic achievement is a kind of behavioral products, an end result by itself which is expected to reflect how much is being learnt or assimilated of what is being taught. This implies that academic performance simply refers to the result of mental test.

Furthermore, Akinboye, (2015) considered academic performance as aggregate of a student's scholastic accomplishment on an achievement test. Similarly Akinada, (2008) in Ibe and Ibekweonye (2011) viewed academic performance as a student's ability to secure up to a set standard of performance in a given examination. He isolated two categories of academic performance-poor academic performance and high academic performance. Akinade (2016) contended that academic performance results when an individual obtains a score (s) above the set standards is considered to be high academic performance.

Froyen and Iverson (2010) conducted a study on classroom management and the teachers' leadership on student performance. From their research they summarized that disciplinary problems in the class intervene with learning and disables the teacher from delivering lessons in an appropriate manner. The teacher, who is unable to control the

disciplinary problem, neglect the lessons and failed to prompt students with proper learning and feedback. Monitoring in the class also becomes a difficult task for these teachers on a regular basis. In contrast they found that a strong and consistent classroom management with skill in controlling disciplinary problems has a significant impact on student achievement. Froyen and Iverson (2010) felt that an orderly task oriented approach to teaching and learning has the best effect on both the conduct and content management of the student.

Nicholas, John and Eric (2006), carried out a study to determine the level of discipline and extent of impact of discipline on academic performance of pupils in public primary schools, among class eight pupils in the sub-county's public primary schools. The study adopted descriptive survey and correlation research designs. The study population comprised 2,450 class eight pupils in the sub-county's public primary schools. From 34 randomly selected schools, 817 pupils were selected by stratified random sampling. Results indicated that 46 (5.6%), 214 (26.2%), 413(50.6%) and 144 (17.6%) of the pupils had low, moderate, high, and very high discipline respectively. Also, discipline related positively with, and accounted for 23% of variance in the pupils' academic performance ($R = .480$, $\beta = .480$, $R^2 = .230$, $p < .05$). The study recommended enhancement of discipline among the pupils for improvement of their academic performance.

Ehiane (2004) established that there is a significant relationship between schools' discipline and students' academic performance. The study employed cross sectional research survey design in which questionnaire was the main instrument of data collection in addition to interview guide and document review. Simple percentage and Chi-square statistical method were used to analyse the data. However, the findings of the study clearly recommended that effective school discipline should be encouraged in controlling students' behaviour, which will thus, affect students' general academic performance.

Akin-Little (2008) gave a self-assessment survey addressing classroom management practices to 149 teachers, encompassing four major components of classroom management: classroom rules, enhanced classroom environment, reinforcement strategies, and reductive procedures (Little & Akin-Little, 2008). The survey revealed 83% employed verbal reprimands in response to class disruptions, 97% showed verbal praise used as reinforcement for appropriate behavior, and 63% showed frequent behavioral problem students freedoms were revoked, while 10% showed the utilization of corporal punishment in response to chronic offenders.

Taila (2009) found that high school student outcomes were better when students perceived the teacher management approach as being well prepared and well organized. Together, the findings of Little and Akin-Little (2008) and of Khatib and Ghannadi (2011) demonstrate the wide range of teacher utilization of rules, procedures, and consequences in managing the classroom. In a study of 22 teachers of grades 3-6, Sugai and Horner (2002) found that 100% of the teachers felt that they could become discouraged with the ineffectiveness of their classroom management strategies. Yet, 64% of the teachers claimed that their current strategies are effective in minimizing the disruptions made by noncompliant students." The findings of Sugai and Horner (2002) demonstrate the importance of determining the optimal classroom management strategies for promoting positive student outcomes. Classroom management is "multi-faceted contracts that includes two independent constructs: Behavior Management and Instructional Management" (Martin & Sass, 2010). Martin and Sass (2010) performed three studies on the Behavior and Instructional Management Scale (BIMS). These studies included 550 certified teachers from the southwestern United States.

Based on extensive background reviewed on classroom management and pupils'/students' academic performance in public primary school, it is observed that there is gap in comparing the current studies with previous studies as a result of definitions used by the different authors and source in different jurisdiction and the policy thrust among others could account for the differences. Besides the proxy adopted for this study is difference from others studies. The timing, location, variables of this study and methodology is quite difference from others studies, for example this current studies is conducted in 2021. The location of this study is Rivers State which is absolutely different from others related studies on the subject matters.

Statement of the Problem

Classroom management is the heart of any educational system. No curriculum Planning is complete without implementation and evaluation, both of which are mainly carried out in the classroom. Most of the class activities take place while pupils are seated. Indeed a careful attention given by a teacher to seating arrangement contributes effectively to classroom management and control of overall success of the classroom. Studies have revealed that in recent times, there has been astronomical rise in class size due to increase in enrollment of pupils in public primary schools. A closer look at the learning environment proves that something needs to be done to improve the academic performance of the pupils. A conducive classroom is very important for learning, because without the feeling of safety, pupils will develop anxiety and become uneasy in the classroom. Obviously, the problem of inadequate maintenance of class discipline, effective teaching, and appreciation of pupils and delegation of authority to pupils that are elements of classroom management were speculated to have been contributory factors to pupils academic performance in public primary schools, hence the need for this investigation.

Aim and Objectives of the Study

The purpose of this study was to investigate Classroom Management and Pupils' Academic Performance in Public Primary Schools in Rivers State. Specifically, the study sought to:

- Determine the extent to which discipline influence pupils' academic performance in public primary schools in Rivers State.
- Ascertain the extent to which effective teaching influence pupils' academic performance in public primary schools in Rivers State.
- Determine the extent to which classroom reward system influence pupils' academic performance in public primary schools in Rivers State.
- Ascertain the extent to which the use of delegation of Authority in the classroom influences pupils' academic performance in public primary schools in Rivers State.

Research Questions

The following research questions guided the study:

- To what extent does classroom discipline influence pupils' academic performance of public primary schools in Rivers State?
- To what extent does effective teaching influence pupils' academic performance of public primary schools in Rivers State?

- To what extent does teachers reward system enhance pupils' academic performance of public primary schools in Rivers State?
- To what extent does delegation of authority influence pupils' academic performance of public primary schools in Rivers State?

Research Hypotheses

The following null hypotheses were tested at 0.05 levels of significance.

- There is no significant relationship between classroom discipline and pupils' academic performance in public primary schools in Rivers State.
- There is no significant relationship between effective teaching and pupils' academic performance in public primary schools in Rivers State.
- There is no significant relationship between teachers' reward system and pupils' academic performance in public primary schools in Rivers State.
- Delegation of authority to pupils does not significantly influence academic performance of pupils in public primary schools in Rivers State.

CONCEPTUAL REVIEW

The relevant literatures that are relevant to this study were reviewed here to provide a better insight into what has been done by earlier studies. This study is hinged on two theories: Jacob Kounin's Non- Intervention Theory of 1970 and Wolfgang and Glickman theory of 1980.

Jacob Kounin's Non Intervention Theory

Jacob Kounin contributed the "ripple effect of discipline" to non-interventionist classroom management. Kounin, with the assistance of Paul Gump and James Ryan who carried out a research study over 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 students the teacher is aware of everything happening in the classroom, ability to deal with multiple situations 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; 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 (1998) therefore recommend that teachers establish procedure and teach them to students 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. Wong and Wong (1998) believed that the classroom should focus more on curriculum (White, 2006).

Wongs' philosophy is not one for play in the learning environment. It aimed at the learners working and being productive at all times. Teachers should explain all classroom rules, procedures and consequences to students (Wong & Wong 1998). They believed in teachers

readiness meeting students' 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, they opined that efficient classroom management generates an environment that is safe and productive learning environment for all stakeholders. On the whole, unlike the interventionist, the non-interventionist classroom management focuses on proactive approach.

Wolfgang and Glickman Theory 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 interventionists connecting between the two extremes. In the context of this theoretical frame work, the interventionist reacts to students' behavior with consequences. They emphasized what the outer environment (people and objects) do 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 that students have an inner drive that needs to find its expression in the real world. The inter-actionist seeks to utilize the best aspects of interventionist and non-interventionist. The inter-actionist (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 sought to investigate.

Discipline and Academic Performance of pupils

Discipline is a vital ingredient for the success of pupils' academic performance. Pupils' academic performance also scares others who develop phobia for boarding schools. Discipline at school plays a vital role in the achievement of expectations and goals. Some scholars have attributed poor performance of pupils in academic to high level of indiscipline among them while others disagreed. Nevertheless, it becomes imperative in recent times that many schools have traded away discipline and as a result led to poor academic performance of students (Ehiane, 2014). Matsoga, (2003) in his study, discovered the wide spread violence and misbehaviour that existed in many secondary schools. This lack of discipline which interferes with the teaching and learning process manifested itself in various ways including bullying, lateness, vandalism, alcohol consumption and substance abuse, truancy and inability or unwillingness to do class work at home.

Webster's New encyclopedic dictionary defined 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) identified two types of disciplines, Positive and negative 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) connected 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), opined that 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 Okumbe (1998) occurs when our individual is forced 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 of 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) expressed 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) argued 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 pupils and teachers know that they are on the same side working together to achieve higher academic outcome.

Effective Teaching and Academic Performance of Pupils

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 psychosocial 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. Okolie (2014) opined that 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.

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.

Classroom Management Reward System

Obviously everyone needs motivation. As we mature, most of us become intrinsically motivated. This means that we can motivate ourselves from within based on internal desires to do something such as reading because we genuinely enjoy it and not just because we're told to, or because we want to appear smart to our peers. This is a tough concept for little kids and even some adults.

After all, many people would not work if it weren't for what they receive at the end of the week: a paycheck. Although it's good to encourage students to become intrinsically motivated, it's also worth noting that extrinsic motivators are important, too. It will save your sanity to accept that external rewards such as money, grades, prizes, and praise will drive most of their behavior.

Classroom Delegation of Authority

Delegation involves entrusting work, responsibility and authority by a leader or a head of a team to a subordinate in the bid to hold the accountability of the outcome of the performance. This implies assigning a level of decision making autonomy and encourages performance of a given task to achieve a desirable outcome. Delegation is also an important function in every organization and in the educational setting. Delegation enables management to make the best use of their time and skills as well as ensuring that staff and subordinates are assisted in their growth and development whilst building trust and confidence as well as increasing the amount of expected work to be completed (Hubbard, 2016).

Risgaard et al (2016) explained that effective delegation of authority provides several benefits to the educational setting as managers are able to mobilize resources, share responsibilities and also focuses on doing a few tasks well, rather than many things less effectively resulting in increased management and leadership potential. Clearly, delegation has the potential to increase the level of productivity of heads and management of educational institutions. In view of this, heads of institutions are able to dedicate more time and resources to daunting and challenging tasks that require more attention. The need for quality education and its subsequent management envisages the need to delegate some roles to other staff to ensure that more ground is covered in administering quality education to the satisfaction of all stakeholders.

Delegation of responsibilities also comes with empowerment. This enables individual staff and team members to achieve results that are critical in the competitive educational industry. Delegating responsibilities helps increase the level of speed, response and customer satisfaction for all stakeholders (Risgaard et al., 2016). Delegation promotes empowerment that is an effective tool that management and leadership allow a team or an individual staff the freedom and creativity to achieve the strategic goals outlined by management of the educational institution. In the case of empowerment through delegation, it is expected that management and leaders measure the performance of the individual based on the milestone reports and results as well as the final reports submitted. It is imperative that delegation allows compliances to the required or outlined procedure accepted by the educational institution. It is hence important to ensure that simple daily tasks are delegated to individual staff whilst ensuring that they have been empowered to undertake such tasks.

Delegation involves authority to complete an assigned task but does not involve the delegated individual transferring the task to another individual. This helps the manager or the leader to review the delegated work and ensure that it is completed and properly done to meet the expected goals. Employees have and continue to be the most valuable resource any educational institution has. Hence, heads of schools can work more effectively by empowering employees who perform delegated jobs with the authority to manage the assigned tasks. It is important to successfully train employees to acquire the required skills, experience and the resulting confidence that helps develop the subordinates for higher positions. Good delegation provides better managers and a higher degree of efficiency. Primarily, delegation aims to get the job done by someone else (Hubbard, 2016).

Delegation authority saves time and helps achieve more within a short stipulated time. Delegating responsibilities to team members helps utilize the capabilities and strengths of other individuals within the organization. It goes a long way to help increase the value of the leader. Delegation of authority helps enhance the credibility of the leader (Muir, 2006). As subordinates are allowed the opportunity to show their strengths and also make contributions to the work, the leader earns some respect and loyalty from the subordinates. This also helps the leader to look for more challenging tasks that can help increase their value within the institution.

Delegation authority presents an opportunity for subordinates to develop themselves as well as acquire new skills as they achieve the outlined objectives set by the leader. These make the subordinates more versatile and also see themselves as important and an integral part of the team. Also, delegation promotes self-esteem as it tends to show that the leader has trust and confidence in the subordinates. Having interesting and challenging work feels good and being trusted to complete a job raises one's self-esteem. A strong self-esteem goes further to enable subordinates accomplish their goals. When jobs are delegated, they are usually found to be very interesting and hence make them enjoyable. It goes further to promote innovation and initiative taking among subordinates (Muir, 2006).

Delegation of authority promotes efficiency and promotes flexibility. It allows work to be done by different people in different ways thereby ensuring a high level of success and achievement of objectives. Also, there is the promotion of team work as other members in the institution are encouraged to partake in undertaking other responsibilities (Muir, 2006). This also results in a balance of workloads. Delegation allows a fair sharing of responsibilities and work. Each individual that work is delegated to gets a fair share of work to be completed by the entire team. There is also the chance to ensure effective communication. Delegation requires that subordinates understand clearly what is expected to be achieved by the team. This helps them accomplish assigned tasks with ease. Through delegation, committed and well performing team members are identified and subsequently be retained in the team.

Classroom Management

The management of a classroom is to a large extent the responsibility of the classroom teacher. Even though he or she can involve students or any of his or colleague in this, yet the entire result of well managed or wrongly control class rests on him or her. This chapter therefore discusses classroom management in its totality.

Management conceptually is said to mean the process of using available human and material resources achieve a pre-stated goals of an organization. Nwankwoala (2016) defined management as an effective and efficient organization and utilization of the available human and material resources in a certain system with the purpose(s) of achieving the set goal(s) of that system. It involves exercising of designated authority and control. It demands from the leader selfless commitment to goals achievement. It is also in the light of this that Okonkwo and Ozurumba (1989) defined management as the co-ordination of all resources of an organizing, directing and controlling in order to attain organizational objectives. They also defined management as the guidance or direction of people towards organizational goals or objectives. In order words management has to do with supervising, controlling and co-ordinating of activities to attain optimum results with organizational resources.

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 opined that 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 can be said to mean the exercise of managerial control over class activities. It has to do with supervising, controlling, co-ordinating, directing of students, classroom activities in order to achieve the set educational goals. Nwangwa (2011) defined classroom management as the various ways of handling the activities in a classroom to maximize behavioural problems that affect teaching and learning in the classroom. Ogunu (2000) defined classroom management as the planning, management and execution of the school's programme as it affects teaching and learning in the classroom. The teacher as the classroom manager manages the physical as well as the psychological environment to create a conducive atmosphere for learning. The classroom teacher while managing the classroom ensures that he/she uses all the available resources to achieve instructional goals. It is also in line with this that Agabi and Okorie (2002) defined classroom management as the process of conducting the classroom instructional process in a manner that the basic objectives of the instructional process are optimally achieved, within the context of resource used and the handling of classrooms.

According to them, classroom management demands that the teacher should be resourceful and possess high capacity to exercise the right discretions while conducting his/her duties in the classroom. By implication, the teacher plays the role of the, general manager of an organization, at the school level and the entire roles of planning organizing, supervising, co-ordinating, directing, controlling and evaluating the leaner inside the classroom. He or she is held responsible for anything that goes wrong in the classroom, during teaching learning periods in the school. As such to achieve optimum result in classroom management, the teacher must be very disposed for his' work. He must be very motivated, intelligent, emotionally stable and ready to pilot the affairs of the classroom.

Classroom management is the term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. The term also implies that the prevention of disruptive behavior. It is possible the most difficult aspect of teaching for many teachers, indeed experienced problems in this area cause some to leave teaching altogether. Classroom management is a complex set of articulate behavior which the teacher used to establish and maintain conditions to enable learners achieve instructional objectives efficiently (Adeyemo, 2012). Baker (2005) observed that improved teacher training in classroom management is a critical part in improving academic performance in a particular subject. Factors contributing to effective classroom management include: teaching methodology, lesson planning and preparation, interpersonal relationships and student motivation (Rosas and West, 2009).

Paine et al. (2014) observed that structuring a classroom so that it supports positive student behavior requires prior planning. The structure of the classroom environment should

decrease the likelihood of inappropriate student behavior and increases desirable student interactions and consequently improves academic performance. 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. McCreary (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).

Pupils' Academic Performance

Performance is defined as the observable or measurable behavior of a person, an animal in a particular situation usually experimental situation (Simpson and Weiner. 2010). This means that performance measures the aspect of behavior that can be observed at a specific period. To determine performance, a performance test is conducted. Singer (2012) defined performance test as the type of mental test in which the subject is asked to do something rather than to say something. Performance test is the type of test which throws light on the ability to deal with things rather than symbols (Drever, 2011). In relation to educational research, academic performance of a student can be regarded as the observable and measurable behavior of a student in a particular situation. For example, the academic performance of a student in social studies includes observable and measurable behavior of a pupil at any point in time during a course. In social studies pupils' academic performance consists of his scores at any particular time obtained from a teacher- made test. Therefore, we can equate academic performance with the observed behavior or expectation of achieving a specific statement of or statement of educational intention in a research. Academic performance of students consists of scores obtained from teacher-made test, first term examination, and mid-semester test.

Academic performance is the extent to which a pupil, teacher or institution have achieved their short or long term educational goals. It is commonly measured through examination, continuous assessment or common entrance examinations. Pupils' 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) observed 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) disagreed 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) asserted 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) confirmed 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.

Relationship Between Classroom Management and Pupils' Academic Performance

Baker (2015) opined that improved teacher training in classroom management is a critical part in improving academic performance in a particular subject. Factors contributing to effective classroom management include: teaching methodology, lesson planning and preparation, interpersonal relationships and student motivation (Gaston, Lee & MacArthur, 2010). Classroom management according to Dooloard (2014) is the action a teacher takes to create an environment that supports and facilitates instructions, academic, social and emotional learning. It is the process of creating favorable conditions to facilitate instructions as well as that of regulating

social behavior of students. Teachers in the classroom are by the nature of their profession, managers of classroom activities.

The classroom teachers' job unlike that of other professionals is concerned with maintaining order, allocating resources, regulating the sequence of events and directing his own attention towards achieving educational goals. Classroom management plays an important role in the teaching and learning process. It is veritable tool in the process of passing instructions from the teachers to the students. The success of any educational system is a function of the effectiveness of classroom management. Classroom teachers are managers and so ought to be in control from the beginning of the lesson to the end so as to ensure that the students benefit from the interactive business that transpires in the classroom situation. This, to a greater extent would enhance smooth coordination and responses on the part of both the teacher and the learner.

Akpakwu (2013) stated that the most neglected area in our primary schools, and the success or failure of any teaching and learning process depends to a large extent on the way classrooms are managed. Failure to effectively manage the classroom can have an overall negative influence on the entire school, most especially in terms of sound academic performance of the school. When educator talks about classroom management, one of the first things that come to mind is maintenance of discipline, control, motivational teaching methods, leadership styles, use of instructional materials and communication. Classroom management procedures assume an indispensable part in upgrading learners' learning. Classroom administration involves the exercises to arrange and guide classes to accomplish particular objectives. To keep up a positive learning condition in the classroom is instructor obligation. A very much oversaw classroom offers a helpful domain for compelling instructing and learning (Ahmad et. al., 2017). The five qualities of an effective classroom are security, open correspondence, common enjoying, shared objectives and connectedness (Zhang & Zhao, 2010). Classroom administration is a setup in which the educators build up and keep up conditions to empower learners to accomplish instructional destinations productively (Owan, 2012). Several studies have been conducted which established one form of relationship or the other, between classroom management and students' academic performance of students.

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 involves two aspects, instructional management and behavioral management.

Walker (2019) 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, 2018), 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.

Summary of Conceptual Review

The ability of teachers to organize and manage behavior of their students is critical to positive outcomes. In addition, ongoing professional development should be created to assist educators with establishing school wide behavior system. Finally with the combined efforts of all stakeholders, the appropriate policies incentives and practices can be put in to place. This approach will ensure that teachers can acquire the knowledge and skill necessary to manage classrooms effectively, thereby maximizing learning opportunities for all pupils, preventing disruptive behavior and responding appropriately to the inappropriate behavior that inevitably will occur, therefore, improving teacher quality through effective classroom organization. And behavior management is an important step in outcomes in general and special education for all pupils and students.

From the literatures reviewed, several gaps were identified. First, most of the studies conducted as cited herein were carried out in foreign countries. The results of these foreign studies might not be applicable to Nigeria, River State. Secondly, only a handful of Nigerian studies were observed to have been conducted in relation to this present study, and none have examined the same variables as those of this study. There also seem to be no study in River State that has examined Classroom Management and pupils' Academic Performance in Public Primary Schools. All these gaps identified above, makes this study different from all other existing studies. Given the need for improved pupils' academic performance which cannot be overemphasized, it is therefore, imperative that a study be conducted locally that will examine classroom management and the academic performance of pupils in Public Primary schools in River State. It is in filling these gaps identified above, that this study was undertaken with specific focus on classroom management factors.

METHODS

This Study adopted correlation research design. To investigate the relationship between two variables: Classroom Management and Pupils' Academic Performance. The population of the study was 8, 432 teachers in public primary schools in Rivers State. The sample size was 1,554 respondents drawn by stratified simple random Sampling Techniques. This was about 18.5% of the population. A self-structured instruments titled Classroom Management Questionnaires (CMQ) and Pupils Academic Performance Questionnaire (PAPQ) were used for the data collection. The instruments were validated by the researchers' colleagues from the department of educational Management of Ignatius Ajuru University of Education, Port Harcourt. The reliability of the instruments were determined by the use of pilot study conducted on 30 teachers outside the sample of the study and the data collected were analyzed by the use of Pearson Product Moment correlation (PPMC) which yielded 0.77 and 0.79 reliability indexes. This shows that the instruments were reliable. The instruments were scale according to modified likert four points scale of Very High Extent=4, High Extent=3, Low Extent=2, Very Low Extent=1. The instruments were administered by the researcher and two other research assistants. The data collected were analyzed by using mean and standard deviation to answer the research Questions

while Pearson Product Moment correlation analysis will be employed in testing the null-hypotheses at 0.05 level of significance.

RESULTS AND DISCUSSION

This part of the study presents the results and discussions on the investigation in line with the research questions and hypotheses

Answers to Research Questions

Research Question One: To what extent does classroom discipline influences pupils’ academic performance in public primary schools in Rivers State?

Table 1: Showing mean and standard deviation on how classroom discipline influences pupils’ academic performance in public primary schools in Rivers State.

Items.	Mean	SD	Decision
1). Teachers ensure that pupils do not make noise in the classroom	3.09	.51	High Extent
2). Teachers usually send out pupils from the class when they exhibit disruptive behavior	3.30	.65	High Extent
3). Teachers use non-verbal signs and verbal signs like ‘shh’, eye contact or ‘stand up there’ to stop misbehavior of pupils in the classroom.	3.60	.49	High Extent
4). Teachers demand that pupils comply with classroom rules when they encounter defiant behavior.	3.35	.72	High Extent
5). Teachers strictly enforce classroom discipline.	3.27	.62	High Extent
Valid N (listwise)	X=3.32	SD=0.60	High Extent

The first research question is ‘To what extent does classroom discipline influence pupils’ academic performance in public primary schools in Rivers State?. The purpose of this research question was to assess the relationship between classroom discipline and the academic performance of pupils in public primary schools in Rivers State. To answer this question, the responses on item 1-5 of section ‘B’ of the questionnaire were tallied and analyzed and the result is as presented in table 1. The statistical analysis of respondents’ answers to this research question items shows that the majority of the respondents agree to a high extent that classroom discipline is significantly related to the academic performance of pupils in public primary schools with a cumulative mean of 3.32 and cumulative standard deviation of 0.60 (see table 1).

Research Question Two: To what extent does effective teaching influence pupils’ academic performance in Public Primary Schools in Rivers State?

Table 2: Showing mean and standard deviation of how effective teaching influence pupils' academic performance in public primary schools in Rivers State.

Items.	Mean	SD	Decision
6). Teachers use instructional materials to enhance pupils learning.	3.53	.63	High Extent
7). Teachers always call pupils by their names to give them sense of belonging during class activities.	3.35	.61	High Extent
8). Teachers use discussion method to enhance pupils' learning.	3.26	.67	High Extent
9). Teachers avoid the use of wrong language or words that will demoralize or discourage the learners	3.31	.74	High Extent
10). Teacher Makes pupils feel they can learn easily.	3.25	.72	High Extent
Valid N (listwise)	X=3.34	SD=0.67	High Extent

The second research question is 'to what extent does effective teaching enhances pupils' academic performance in Public Primary School in Rivers State?' The purpose of this research question is to assess the relationship between effective teaching and pupils' academic performance in public primary schools. To answer this question, the responses on item 6-10 of section "B" of the questionnaire were tallied and analyzed and the result is as presented in table 2. The statistical analysis of respondents' answers to this research question items shows that the majority of the respondents agree to a high degree that class coordination is significantly related to the academic performance of pupils in public primary schools with a cumulative mean of 3.34 and cumulative standard deviation of .67 (see table 2).

Research Question Three: To what extent teacher reward influences' pupils' academic performance in Public primary School in Rivers State?

Table 3: Showing mean and standard deviation on how teacher rewards influences pupils' academic performance in public primary schools in Rivers State

Items.	Mean	SD	Decision
11). Teachers use extrinsic motivation (prizes) to encourage pupils in doing their class activities	3.17	.58	High Extent
12). Teachers respond to pupils' correct answers by asking the class to clap for such a person.	2.34	.47	Low Extent
13). Some teachers respond to pupils wrong answer using cane.	3.68	.74	High Extent
14). Teachers use free lunch to encourage pupils that perform well in class	2.11	.37	Low Extent
15). Teachers send out pupils with bad behaviours from the class.	3.26	.69	High Extent
Valid N (listwise)	X= 2.91	SD = 0.57	High Extent

The purpose of this research question is to determine the extent to which teacher reward influences the academic performance of pupils' in public primary schools. To answer this question, the responses on item 11-15 of section "B" of the questionnaire were tallied and

analyzed and the result is as presented in table 3. The statistical analysis of respondents' answers to this research question items shows that the majority of the respondents agree to the fact that learning environment significantly influences the academic performance of pupils in public primary schools with a cumulative mean of 2.91 and cumulative standard deviation of 0.57 (see table 3).

Research Question Four: To what extent does delegation of authority influence pupils' academic performance in Public Primary School in Rivers State?

Table 4: Showing mean and standard deviation of how delegation of authority influence pupils' academic performance in public primary schools in Rivers State

Items.	Mean	SD	Decision
16). Teachers usually appoint pupils into official position such as class prefects.	3.31	.71	High Extent
17). The delegation of responsibility to pupils makes them feel sense of belonging.	3.19	.75	High Extent
18). Teachers' delegation of class members into duty groups is good for pupils intellectual development.	2.91	.55	High Extent
19). Sometimes, pupils are given note by the teacher for them to copy.	3.14	.67	High Extent
20). Assigning roles to pupils helps them to understand the subjects and learn well.	3.19	.69	High Extent
Valid N (listwise)	X=3.15	SD=0.67	High Extent

The fourth research question is 'To what extent does delegation of authority influence pupils' academic performance in Public primary School in Rivers State?'. The purpose of this research question is to determine the extent to which delegation of authority influences the academic performance of students in public primary schools. To answer this question, the responses on item 16-20 of section "B" of the questionnaire were tallied and analyzed and the result is as presented in table 4. The statistical analysis of respondents' answers to this research question items shows that the majority of the respondents agree to the fact that learning environment significantly influences the academic performance of pupils in public primary schools with a cumulative mean of 3.15 and cumulative standard deviation of 0.67 (see table 4).

Test of Hypotheses

The formulated hypotheses guided the data analysis for this study. Furthermore, the hypotheses were formulated in line with the purpose of the study and they offered answers to the specific items on the questionnaire.

H₀₁ There is no significant relationship between classroom discipline and pupils' academic performance in public primary schools in Rivers State.

Table 5: Pearson Product moment correlate between classroom discipline and pupils' academic performance in public primary schools in Rivers State.

		Classroom discipline	Pupils' academic performance	Decision
Classroom discipline	Pearson Correlation	1	.217**	Rejected
	Sig. (2-tailed)		.000	
	N	1554	1554	
Pupils' academic performance	Pearson Correlation	.217**	1	
	Sig. (2-tailed)	.000		
	N	1554	1554	

** Correlation is significant at the 0.01 level (2-tailed).

H₀₁ states 'There is no significant relationship between classroom discipline and pupils academic performance in public primary schools in Rivers State'. The result of the analysis for hypothesis one stated above showed that there is significant relationship between classroom discipline and pupils' academic performance in public primary schools in Rivers state. The essence of this hypothesis is to test the relationship between classroom discipline and pupils academic performance in public primary schools in Rivers State. The hypothesis was tested using Pearson product moment correlation at p-value 0.05 level of significance on the responses on items 21-25 on section B of the questionnaire. The analysis of Pearson product moment correlation reveals a positive correlation coefficient of .217 and p-value of .001 indicating a significant relationship between classroom discipline and pupils' academic performance in public primary schools in Rivers State. The results reveal that there is a strong and positive relationship between classroom discipline and pupils academic performance in public primary schools in Rivers State, therefore the hypothesis was rejected (see table 5 above). Hence the significant level was less than 0.05. In this case the hypothesis was rejected, thereby up holding the alternative hypothesis that classroom discipline is significantly related to pupils' academic performance in public primary schools in Rivers State.

H₀₂; There is no significant relationship between effective teaching and pupils' academic performance in public primary school in Rivers State.

Table 6: Pearson product correlate between effective teaching and pupils' academic performance in public primary schools in Rivers State

		Effective teaching	Pupils' academic performance.	Decision
Effective teaching	Pearson Correlation	1	..522**	Rejected
	Sig. (2-tailed)		.000	
	N	1554	1554	
Pupils' academic performance.	Pearson Correlation	.522**	1	
	Sig. (2-tailed)	.000		
	N	1554	1554	

** Correlation is significant at the 0.01 level (2-tailed).

H₀₂ states 'There is no significant relationship between effective teaching and pupils' academic performance in public primary schools in Rivers State'. The result of the analysis for hypothesis

two stated above showed that there is significant relationship between effective teaching and pupils' academic performance in public primary schools in Rivers state. The essence of this hypothesis is to test the relationship between effective teaching and pupils' academic performance in public primary schools in Rivers State. The hypothesis was tested using Pearson product moment correlation at p-value 0.05 level of significance on the responses on items 26-30 on section B of the questionnaire. The analysis of Pearson product moment correlation reveals a positive correlation coefficient of .522 and p-value of .001 indicating a significant relationship between effective teaching and pupils' academic performance in public primary schools in Rivers State. The results reveal that there is a strong and positive relationship between effective teaching and pupil academic performance in public primary schools in Rivers State, therefore the hypothesis was rejected (see table 6 above). Hence the significant level was less than 0.05. In this case the hypothesis was rejected, thereby up holding the alternative hypothesis that effective teaching is significantly related to pupils' academic performance in public primary schools in Rivers State.

H₀₃; There is no significant relationship between teacher reward and pupils' academic performance in public primary school in Rivers State.

Table 7: Pearson product moment correlate between teacher reward and pupils' academic performance in public primary schools in Rivers State.

		Effective teaching	Pupils' academic performance.	Decision
Effective teaching	Pearson Correlation	1	.298**	Rejected
	Sig. (2-tailed)		.000	
	N	1554	1554	
Pupils' academic performance.	Pearson Correlation	.298**	1	
	Sig. (2-tailed)	.000		
	N	1554	1554	

** . Correlation is significant at the 0.01 level (2-tailed)

H₀₃ states 'There is no significant relationship between teacher rewards and pupils' academic performance in public primary schools in Rivers State. The result of the analysis for hypothesis two stated above showed that there is significant relationship between teacher reward and pupils' academic performance in public primary schools in Rivers state. The essence of this hypothesis is to test the relationship between teacher reward and pupils' academic performance in public primary schools in Rivers State. The hypothesis was tested using Pearson product moment correlation at p-value 0.05 level of significance on the responses on items 31-35 on section B of the questionnaire. The analysis of Pearson product moment correlation reveals a positive correlation coefficient of .298 and p-value of .001 indicating a significant relationship between teacher reward and pupils' academic performance in public primary schools in Rivers State. The results reveal that there is a strong and positive relationship between teacher reward and pupils' academic performance in public primary schools in Rivers State, therefore the hypothesis was rejected (see table 7 above). Hence the significant level was less than 0.05. In this case the hypothesis was rejected, thereby up holding the alternative hypothesis that teacher

reward is significantly related to pupils' academic performance in public primary schools in Rivers State.

H₀₄: There is no significant relationship between delegation of authority and pupils' academic performance in public primary school in Rivers State.

Table 8: Pearson Product moment correlate between delegation of authority and pupils' academic performance in public primary schools in Rivers State

		Delegation of authority	Pupils' academic performance	Decision
Delegation of authority.	Pearson Correlation	1	.595**	Rejected
	Sig. (2-tailed)		.000	
	N	1554	1554	
Pupils' academic performance.	Pearson Correlation	.595**	1	
	Sig. (2-tailed)	.000		
	N	1554	1554	

** . Correlation is significant at the 0.01 level (2-tailed)

H₀₄ states 'There is no significant relationship delegation of authority and pupils' academic performance in primary schools in Rivers State. The result of the analysis for hypothesis two stated above showed that there is significant relationship between delegation of authority and pupils' academic performance in public primary schools in Rivers state. The essence of this hypothesis is to test the relationship between teacher reward and pupils' academic performance in public primary schools in Rivers State. The hypothesis was tested using Pearson product moment correlation at p-value 0.05 level of significance on the responses on items 36-40 on section B of the questionnaire. The analysis of Pearson product moment correlation reveals a positive correlation coefficient of .595 and p-value of .001 indicating a significant relationship between delegation of authority and pupils' academic performance in public primary schools in Rivers State. The results reveal that there is a strong and positive relationship between delegation of authority and pupils' academic performance in public primary schools in Rivers State, therefore the hypothesis was rejected (see table 8 above). Hence the significant level was less than 0.05. In this case the hypothesis was rejected, thereby up holding the alternative hypothesis that delegation of authority is significantly related to pupils' academic performance in public primary schools in Rivers State.

Summary of Findings

In conducting this study, there were some general objectives in which the researcher intended to achieve. The summary of the findings followed the order of the statement of the research questions and hypotheses. Research question one was raised to ascertain the extent to which classroom discipline enhances pupils' academic performance in public primary schools in Rivers state. This revealed that there is significant relationship between classroom discipline and pupils academic performance in public primary schools in Rivers state. As such the study emphasized the need for the maintenance of classroom discipline, noise control, curtailing of disruptive behaviours, and demand for compliance to classroom rules and regulations.

Research question two was raised to ascertain the extent to which effective teaching enhances pupils' academic performance in public primary schools in Rivers state. This revealed that there is significant relationship between effective teaching and pupils' academic performance in public primary schools in Rivers state. In conducting this study, there were some general objectives in which the researcher intended to achieve. As such the study analyzed the need for effective teaching by the use of instructional materials, right use of language of communication, proper method of teaching and making pupils have sense of belonging by calling them by their names while asking them questions.

Research question three was raised to ascertain the extent to which teacher reward enhances pupils' academic performance in public primary schools in Rivers state. This revealed that there is significant relationship between teacher reward and pupils' academic performance in public primary schools in Rivers state. The study thus analyzed the need for teacher reward by the use of extrinsic motivation, free lunch, sending pupils out of the class when they misbehave and mild use of cane.

Research question four was raised to ascertain the extent to which delegation of authority enhances pupils' academic performance in public primary schools in Rivers state. This revealed that there is significant relationship between delegation of authority and pupils' academic performance in public senior secondary schools in Rivers state. The study thus analyzed the need for delegation of authority by appointing pupils' into official positions, delegation of responsibilities, grouping pupils' to be team leaders, etc.

Discussion of Findings

In discussing the findings for this study, the researcher has followed the order of the data analyzed using relevant literatures to support the findings and the results. Hypothesis one which states, 'There is no significant relationship between classroom discipline and pupils' academic performance in public primary schools in Rivers state was rejected because classroom discipline is significantly related to pupils' academic performance in public primary schools in Rivers state. The results from the respondents revealed that classroom discipline is an explanation for pupils' academic performance in public primary schools in Rivers state. This is made known in the significant level of .001 and a positive correlation of .217**. This is in line with the findings of the study by Ehiane (2004) which clearly recommended that effective school discipline should be encouraged in controlling students' behaviour, which will thus, affect students' general academic performance. However, some disciplinary actions are counter academic achievement. Thus Canter (2006) argued 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 pupil 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 students/pupils.

Hypothesis two which states, 'There is no significant relationship between effective teaching and pupils' academic performance in public primary schools in Rivers state was rejected because effective teaching is significantly related to pupils' academic performance in public senior secondary schools in Rivers state. The results from the respondents revealed that effective teaching is an explanation for pupils' academic performance in public primary schools

in Rivers state. This is made known in the significant level of .001 and a positive correlation of .527**. This is in line with Adegbile (2008) who stated that 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.

Hypothesis three which states, 'There is no significant relationship between teacher reward and pupils' academic performance in public primary schools in Rivers state was rejected because teacher reward is significantly related to pupils' academic performance in public primary schools in Rivers state. The results from the respondents revealed that teacher reward is an explanation for pupils' academic performance in public primary schools in Rivers state. This is made known in the significant level of .001 and a positive correlation of .298**. This is in line with Maslow's need hierarchy of 1945 which stated that human needs are in hierarchy and each lower level motivates the next higher level.

Hypothesis four which states, 'There is no significant relationship between delegation of authority and pupils' academic performance in public primary schools in Rivers state was rejected because delegation of authority is significantly related to pupils' academic performance in public primary schools in Rivers state. The results from the respondents revealed that delegation of authority is an explanation for pupils' academic performance in public primary schools in Rivers state. This is made known in the significant level of .001 and a positive correlation of .595**. This is in line with Muir (2006) who argued that Delegation of authority saves time and helps achieve more within a short stipulated time. Delegating responsibilities to team members helps utilize the capabilities and strengths of other individuals within the organization. It goes a long way to help increase the value of the leader. Delegation of authority helps enhance the credibility of the leader.

Delegation authority saves time and helps achieve more within a short stipulated time. Delegating responsibilities to team members helps utilize the capabilities and strengths of other individuals within the organization. It goes a long way to help increase the value of the leader. Delegation of authority helps enhance the credibility of the leader. This credibility is often shown in the outcome of their duties, which in the case of school system is seen in pupils' academic performance.

CONCLUSION

Based on the findings of the study, the researcher concluded that:

Classroom discipline has a high relationship with pupils' academic performance in public primary schools in Rivers State. Effective teaching has a high relationship with pupils' academic performance in public primary schools in Rivers State. Teacher reward has a high relationship with pupils academic performance in public primary schools in Rivers State. Since the independent variables have high relationship with the dependent variable, all the null hypotheses were rejected.

Recommendations

Based on the findings of the study, the researcher recommended as follows:

- Educational administrators in Rivers State public primary schools should as much as possible ensure that classroom teachers maintain discipline among class members during teaching learning activities
- Teachers should endeavour to provide effective teaching by using appropriate teaching methods.
- Headmasters/Headmistresses of public primary schools in Rivers State should endeavour to provide some gift items for teachers to rewards pupils who perform well academically even during lesson periods.
- Teachers should learn to delegate duties and responsibilities to pupils as this would help them become good leaders.

Above all school headmasters and headmistresses should ensure that teachers maintain proper classroom management since it has positive influence on pupils performance in schools.

Suggestions for Further Studies

The present study investigated classroom management and pupils' academic performance in public primary schools in Rivers State. Studies can be carried out on the classroom disciplinary problems and students' academic performance in Rivers State secondary schools. Studies also can also be carried out on the measures of instilling discipline on students as to improve their academic performance.

REFERENCES

- Adediwura, A. A., & Tayo, B. (2007). Perception of teachers' knowledge attitude and teaching skills as predictor of academic performance in Nigerian secondary schools. *Educational Research and Review*, 2(7), 165-171.
- Adegbile, R. O. (2008). Effect of computer-assisted instructional package on pre-service Teacher Classroom Practice and secondary School student Learning Outcome in Christian Religious Knowledge. Unpublished Ph.D. thesis, University of Ibadan.
- Ademola, B. A. (2007). Teachers effectiveness & gender as correlates of students' academic achievement in English Language in Ondo State. *African Journal of Education Research*, 2(182), 12-20.
- Adu, E. O., & Olatundun, S. O. (2007), Teachers' perception of teaching as correlates of students' academic performance in Oyo State Nigeria. *Essays in Education*, 20, 57-63.
- Afe, J. O. (2001). Reflections on becoming a teacher and the challenges of teacher education. Inaugural lecture series 64. Benin City; University of Benin, Nigeria.
- Agbabi, C. O., Onyeike, V. C., & Wali, W. I. (2013). *Classroom management: A practical approach*. University of Port Harcourt press.
- Akinmusire, P. A. (2012). Critical reading and story-mapping instructional strategies as determinants of Nigeria certificate in education teachers classroom practices and achievements in English reading comprehension. Unpublished Ph.D. thesis, University of Ibadan.

- Akomolefe, C. O. (2010). Strategies & Challenges of ICT. An infrastructural development for University Education in Nigeria. www.herpnet.org/revitalizationofhigher/chapter%2025pdf.
- Andrew, J. C. (1998) Schooling and literacy overtime. *Research in the Teaching of English*, 30, 311-327.
- Babalola, O. E. (2009). Developing and nurturing a productive reading culture among primary school pupils in Ondo west local government area of Ondo State, Nigeria. Unpublished B.A. (Ed) project, Adeyemi College of Education, Ondo.
- Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28(2), 117-148.
- Bandura, A. (1997) *Self-efficacy: The exercise of control*. Freeman
- Barnett, C. W., Matthew, H. W., & Jackson, R. A. (2003). Comparison between student rating and faculty self-rating of instructional effectiveness. *American Journal of Pharmaceutical Education*, 67(4), 1-6.
- Bennett, R. (2003). Determinants of undergraduate students drop out in a university Business Studies Department. *Journal of Further and Higher Education*, 27(2), 123-141.
- Bratty, M., & Staffolani, S. (2002). Student time allocation and educational production functions, *University of Ancona development of Economics Working Paper No. 170*.
- Canter, L. (2006). *Classroom management for academic success*. Bloomington in Solution Tree.
- Canter, L., & Canter, M. (1992). *Assertive discipline: positive management for today's classroom*. Canter and Associates.
- Churchward, B. (2009). Stages of discipline by design: The honor level system. <http://www.honorlevel.com/x45.xml>.
- Considine, G., & Zappala, G. (2002). Influence of social and economic disadvantages in the academic performance of school students in Australia. *Journal of Sociology*, 38, 129-148.
- Cotton, K. (2006). School wide and classroom discipline, educational time factors. <http://www.nwrel.org/archive/sirs/5/cu9.html>.
- Dollard, N., & Christensen, L. (1996). Constructive classroom management. *Focus on exceptional children*, 29(2), 1-2.
- Durden, G. C., & Ellis, L. V. (1995). The effect of attendance on student learning in principles of economic. *American Economic Review*, 85, 343-346.
- Eilam, B., & Aharon, I. (2003). Students planning in the process of self-regulated learning. *Contemporary Educational Psychology*, 28, 30-34.
- Enyeghasim, D. M. (1999). The impact of economic deregulation on Nigerian Banking Industry.
- Erasmus, J. (2009). An exploration of disciplinary approaches to classroom manager in selected northern area schools in Port Elizabeth. Unpublished thesis submitted for the degrees of masters' in education. Faculty of education nelson Mandela metropolitan University.
- Etheridge, T. (2010). Assertive discipline and its impact on disruptive behavior. Dissertation completed at Capella University. Proquest. Dissertations & theses database. (Publication no. 3409180).
- Fadipe, J. O. (2000). Education and Productivity on Nigeria: An overview. In E. O. Fagbaniye & D. O. DuroSaro (Eds.) *Education and Productivity in Nigeria*. Hartee Press and Publishing.

- Galabawa, J. C. J. (2001). *Perspective in educational management*.7 Admin. Dar-es-Salaam Kad Association.
- Glasser, W. (1997a). Choice theory and students' success. *Education Digest*, 63, 16-21.
- Glasser, W. (1997b). A new look at school failure and school success. *Phi Delta Kappan*, 75(8), 596-604.
- Graetz, B. (1995). Socio economic status in education research and policy. In John Ainley et al., *Socio-economic status and school education*. deet/acercanberra.
- Green, P. P. (2001). Prevention, intervention, and remediation: A model for behavioral change. Paper presented at the national conference of American association of School administrators, San Diego, CA.
- Hicks, S. (2012). Self-efficacy and classroom management. A correlation study regarding the factors that influence classroom management. (Doctoral dissertation). <http://digitalcommonsliberty.edu/doctoral/562>.
- Imhanlahimi, E. O., & Aguele L. I. (2006). Comparing three instruments for assessing biology teachers' effectiveness in the instructional process in Edo state Nigeria. *Journal of Social Sciences*, 13(1), 67-70.
- Kelly William E. (2004). As achievement sails the river of time: the role of time inefficiency in grade-point-average. *Educational Research Quarterly*, 27(4), 3-8.
- Kounin, J. S. (1970). *Discipline and group management in classrooms*. New York: Holt, Rinehart, and Winston.
- Kwesiga, C. J. (2002). *Woman's access to higher education in Africa: Uganda's experience*. Kampala: Fountain Publishers.
- Lockhead, E. M., & Komenan, A. (1988). school effects and students' achievement in Nigeria and Swaziland. Working paper series 71, Washington DC: World Bank.
- Mallun, J., & Haggai, M. (2000). *Educational psychology classroom practice*. Jose, Dekapublications Nigeria.
- Martin, N. K., & Sass, D. (2010). Construct validation of the behavior and instructional management scale. *Teacher and Teacher Education*. University of Texas, San Antonio.
- Marzano, R. (2003). *What works in schools: Translating research into action*. Virginia: ASCD Publications.
- Moore, D. W. (2008). Classroom organizational structures as related to student achievement in upper elementary grades in northeast Tennessee public schools. electronic theses and dissertations at East Tennessee State University. (<http://www.temoa.info/node/292566>.)
- Nwankwoala, H. N. L. (2016). *Fundamental facts in educational administration and supervision*. Harey Publications.
- Nwankwoala, H. N. L. (2018). *School Mapping, Plant and classroom Management*. Harey Publications.
- Okolie, U. C. (2014). Management of woodwork workshop in tertiary institutions in Nigeria: An analytical study. *Malaysian Online Journal of Education*, 2(1), 20-36.
- Okoloca, C. C., & Onyeka, E. N. (2013). Secondary school principal perception of business studies teacher teaching effectiveness in Anambra State, Nigeria. *Journal of Education and Practice*, 4(2), 171-182.
- Okumbe, J. A. (1998). *Educational management theory and practices*. Nairobi University Press.

- Omoifo, C. N., & Urevbu, A. O. (2007). An overview of teaching and learning. A paper presented at working on pedagogy for junior and intermediate lecturers in University of Benin. Organized by Centre for Gender Studies.
- Reddy, P., & Talcott, J. (2006). Predicting university success in psychology: Are subject-specific skills import? <http://www.aston.ac.uk/downloads/his/peelea/huw2006p.pdf>.
- Rither, J. T., & Hancock, D. R. (2007). Exploring the relationship between certification sources, experience level & classroom management: orientations of classroom teachers. *Teaching & Teacher Education*, 23(1), 1206-1216.
- Santiago, D. (2012). A study of the relationship between middle school and high school teachers instructional and behavior management practices and demographic variables. Liberty University. (Digital Commons at Liberty University.)
- Schacter, J., & Thum Y. M. (2004). *Paying for high and low quality teaching. Economics of Education Review*, 23, 411-430.
- Skinner, B. F. (1950). Theories of learning necessary? *The psychological Review*, 57(4), 193-216.
- Slater, T. F. (2002). Observation of student behavior in collaborative learning groups. *Astronomy Education Review*, 1(1), 25-32, 2002.
- Starr, L. (2002). Measuring the effects of effective teaching. education world. www.education-world.com/a_issues.shtml.
- Wali, W. I. (2007). *A hand book on contemporary issues in education in Nigeria*. Pearl Publishers.
- Walker, J. (2009). Authoritative classroom management: How control and nurturance work together. *Theory Into Practice*, 48(2), 122-129.
- White, J. (2006). Harry Wong's principals of classroom management. <http://eport.maricopa.edu/published/j/cw/jcwhite/tdocument/8/>.
- Wolfgang, C. H., & Glickman, C. D. (1980). *Solving discipline problems; strategies for classroom teachers*. Bacon.
- Wong, H., & Wong, R. (1998). *The first days of school: How to be an effective teacher*. Author.
- Zimmerman, B. J., & Kitstantas, A. (2014). Comparing students' self-discipline and self-regulating measure and their prediction of academic achievement. *Contemporary Educational Psychology*, 39(2), 145-155.