



CLASSROOM MANAGEMENT AND STUDENTS ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN RIVERS STATE

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ABSTRACT

The study investigated classroom management and students' academic performance in public secondary schools in Rivers State. Descriptive research design for this study was used in this study, it sought to describe the relationship that exists between the variables of classroom management (independent variable) and students' academic performance (dependent variable). The population of the study consisted of Twenty Four Thousand, Three Hundred and Twenty (24,320) teachers in public secondary schools in Rivers State. The sample technique adopted was stratified sampling technique in which one hundred and fifty teachers (150) were chosen from each of the three senatorial districts in Rivers State, totaling 450. Out of 450 copies of the questionnaires distributed, 400 representing 89% of the total distributed copies of questionnaires were duly completed and returned and the study based its analysis on the returned questionnaire copies. The instrument used for this study was a sixteen item self-structured questionnaire captioned, "Effective classroom management and student academic performance, questionnaire (ECMSAP) which consisted, A and B. Section A elicited demographic information about the respondents while section B contains 16 items on a four point modified Likert like rating scale of strongly agree (4 points), agree (3 points), strongly disagree (2 points) and disagree (1 point) respectively to elicit information on effective classroom management and academic performance of the students. Validity of the Instrument The face and content validity of the by the researcher's supervisor in the department of Educational Management, Ignatius Ajuru, University of Education. The reliability of the instrument was done using Cronbach Alpha (SPSS version 23) and $.911 > .71$ was obtained which showed that the instrument was highly reliable. The method of analysis used for the study was mean and standard deviation used in answering the research questions at 2.5 mean benchmark and Pearson Product Correlation Coefficient (PPMC) used in testing the hypotheses at .05 significance level. The findings of tested hypothesis one showed that there is a significant relationship between classroom discipline and academic performance of the students in public secondary schools in Rivers State, while answer to research question one showed with the grand mean of $2.19 > 2.5$ that the class room discipline does not relate to students' academic performance in public secondary schools in Rivers State. The result of hypothesis one equally showed that there a significant relationship between effective teaching and academic performance of the students in public secondary schools in Rivers State. The answers to research question two showed grand mean of 2.56 implying that the respondents agreed that there is a relationship between effective teaching and academic performance of students in public secondary schools in Rivers State. The result of hypothesis three showed that there is a significant relationship between teachers reward system and academic performance of the students in public secondary schools in Rivers State. The answer to the research question equally showed that Grand mean score of 2.00 shows that there the respondents disagreed that there is no significant relationship between reward system and students' academic performance in

public secondary schools in Rivers State. The study recommended that school administrators should encourage school discipline, effective teaching and reward system to enhance students' academic performance.

Key Words: Classroom Management, Academic Performance, Effective Teaching, Discipline, Reward system.

INTRODUCTION

The school is being held liable for every aspect of students' performance by members of the society. So, classroom management plays a very significant role in students' academic performance. Effective classroom management put the teacher in firm control of the classroom and provide orderliness and safety needed for instruction and learning. Yet, the various reforms in education, like, the National Policy on Education of 2014, failed to mention or address classroom management and the connectivity between students' academic performance and classroom management. Classroom Management is one of the neglected areas in our secondary schools, despite the fact that the success or failure of any teaching and learning process depends on the way classroom are managed. Failure to effectively manage the classroom can have an overall negative influence on the entire school, especially in terms of sound academic performance of the school. When this happens other negative consequences follow such as the depletion of the student population of the school because parent/guardians prefer to enroll their children and ward in schools that are doing well academically.

Discipline, is one of the key variable of Classroom Management. Discipline is a function of the interaction between teacher and student that bring about self-control and respect for authority. It entails creating and keeping rules based on reciprocal understanding limits that must not be breeched. What is common in the present time are students breeching the limits, turning violent in classroom, and exhibiting extreme unruly behavior. The result is a class full of arrogance and unruly student resulting in a noisy and chaotic classroom that does not support effective teaching and learning. This situation agrees no-less with the observation of Martin and Sass, (2010), that over the years, classroom management has been observed to be issue for teachers. They continued that students' performance has been affected in schools where discipline and behavior issues are not properly handled. Marzono (2007) also express similar worry when he said that the importance of students feeling safe at school is linked to students' learning. He said, without this feeling of safety, students will develop anxiety and become uneasy in the classroom. Safety and orderly environment protects



students from physical and psychological harm and maintained order so learning can take place. Another worrisome issue in the public secondary schools is that of teacher's quality. Nonprofessional teachers' are been recruited into the system.

A professional teacher is one that has passed the Teacher Registration Council of Nigeria (TRCN) professional qualifying examination. A qualified and professional teacher is more likely to change the life of the students by planting the seed of aspiration, noble goals and dreams in the heart of students and be a role model and show the way to greatness to students. A qualified and professional teacher is more likely to resolve and prevent conflict in the classroom, thus, bring about a better classroom environment conducive for teaching and learning, leading to better academic performance. Poor classroom management may influence the academic performance of students negatively. It is therefore important that teachers learn to effectively manage their classrooms for a greater output. The academic performance of students these days have given many people serious concern. Our secondary school graduates cannot defend their certificates. This could be as a result of indiscipline exhibited by students in classroom such as lateness to classroom, noise making, and so on. Hence the need for classroom management that encompasses teachers' efforts to oversee the activities of the classroom including student's behavior, interaction and learning.

Statement of the Problem

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

management influences student academic performance in public secondary schools in Rivers State.

LITERATURE REVIEW

Theoretical Framework The theoretical framework for this study was the teacher's behavior continuum of Wolfgang and Glickman 1980. In 1980, Wolfgang and Glickman, based on combination of psychological interpretation, theorized a framework to explain teachers' beliefs towards discipline. According to the continuum, Wolfgang and Glickman's instructional and behavioral classroom management, they, Wolfgang and Glickman (1980) developed a classroom management model that is expressed in series from interventionist to non-interventionist with interactionist connecting between the two extremes. In the context of this theoretical frame work, the interventionist reacts to student's behavior with consequences. They emphasized what the outer environment (people and objects) does to the human organism to cause it to develop in its particular way. While non-interventionist, rather than react to students, plan their environment to proactively facilitate the classroom.

The noninterventionist presupposes the student has an inner drive that needs to find its expression in the real world. The interactionist seeks to utilize the best aspects of interventionist and non-interventionist. The interactionist (connecting between the two extremes) focus on what the individual does to modify the external environment as well as what the environment does to shape him or her. Wolfgang and Glickman (1980) assumed that teachers believe and act according to all the three models of discipline, but one usually predominates. Thus the application of the three theories emphasizes teacher behavior that reflects the corresponding degree of power possessed by the teacher and students. This theory is relevant for this study because the three model of discipline in the series are applied by the teacher (even though one predominate) to manage the classroom. Besides the theory seek to explain classroom management, the different approaches and methods of classroom management and the effect of classroom management on students' academic performance. These are the same variables this study seeks to investigate. **Interventionist Classroom Management**

Managers of this approach seek to manage the classroom by intervening to shape student behavior with consequences. Key figures that make unequal contribution



to this approach include Skinner, Bandura, Dreeikurus and Canter (2012). Skinners behavior management beliefs focused on consequences for behavior. Skinner believed that behaviour is shaped by the consequences that follow an individual's action. According to him reinforcements can increase desired behavior or decrease unwanted behaviours. Types of reinforcement could be social, graphic, tangible or an activity (Andrew 1998). In his book, Skinner said everything we know about operant conditioning is relevant to making behaviour more or less likely to occur upon a given occasion that is the traditional field of reward and punishment. Operant conditioning of behavior is a process of behavior modification in which the likelihood of a specific behavior is increased or decreased through positive or negative reinforcement each time the behavior is exhibited, so that the subject comes to associate the pleasure or displeasure of the reinforcement with the behavior. What Skinner (1975) implied is that, a teacher can control the classroom environment through instantaneous reinforcement.

This reinforcement can come in positive (special opportunities, celebrations, candy) or negative, (loss of opportunities, office referrals, in school suspension, out of school suspension), forms to create an environment where each student work productively. Skinner believes that the student's behavior can be shaped by consequences. Albert Bandura developed the social learning theory (Bandura, 2013). Based on the fact that the classroom has more than one student learning at a time. He extended the behaviourist concept of learning from consequences to include learning by observing the consequences of the behaviours of others. Albert Bandura's social learning theory is built around the view that people learn appropriate and inappropriate behaviours from each other. Bandura thought that students learn through their perceptions and imitations of certain behaviours demonstrated by parents, teachers or other students. Bandura believed that as behaviours exhibited, each person would emulate one another, (Bandura 2003). According to Bandura's (2013) social learning theory, people acquire self-efficiency which allows them to possess self-control of their thoughts, actions inspiration, drive and feeling throughout various levels of life. He characterized self-efficiency as the beliefs in one's capability to organize and execute the courses of action required to manage prospective situations (Bandura, 2003).

The theory also emphasizes the importance of student perception in the learning process with an emphasis in the idea that people frequently acquire knowledge,

rules, skills, strategies, beliefs and attitudes by watching others (Bandura, 2012). Bandura believed that self-efficacy convinced the choices people make because a person's experience and learning from others are the fundamental through which a person reveals his/her behavior (Bandura, 2012). Unless people believe they can produce desired results and forestall detrimental ones by their actions, they have little incentive to act or to persevere in the face of difficulties. Bandura (2003) shows how interaction between thought, influence and action work together with one's personal behavior and uniqueness along with the surrounding environment to make people both product and producers in the environment. This theory has a very important implication for classroom management. It is important for the classroom. It showed how students can learn from the consequences of others. The interventionist classroom management approach is reactive in nature. They all faster methods to intervene with perceived consequences for student actions which may help others learn by observation (Bandura, 2002).

CONCEPTUAL FRAMEWORK

Class Room Management

Classroom and Classroom Management A classroom is a space provided in a school where students gather and the teacher meets them for lectures. It is a room designated for teaching and learning. Classroom is a room set aside and specifically designed and furnish for the purpose of teaching and learning (Akinwumiju & Agabi 2008) in (Agabi, et al., 2013). A classroom is one of the facilities a school must have. Agabi, Onyake and Wali succinctly put: a school is not complete without at least one block of classroom to facilitate organized teaching and learning. A classroom is very important because it facilitate teaching and learning. A conducive classroom environment increases the desire for knowledge and heightens creativity in learners, (Agabi et al., 2013). The classroom protects learners from the erratic weather condition such as rain, wind, and extreme weather conditions (Agabi et al., 2013). The classroom, with the aid of its facilities such as: the writing board, classroom seats and instructional materials, enhances teaching and learning. For the classroom to be useful for the purpose it was meant to serve, teaching and learning, it has to be organized and maintained. This brings about the concept of classroom management. Classroom management refer to the sum total of plan of actions taken by the teacher in the classroom to bring about a conducive classroom environment that supports teaching and learning leading to success and achievement. 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 (2015) 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).

Classroom management has been highlighted across numerous research studies as a major variable that affects students' academic performance (Marzono, 2008). 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. In chaos, according to Idopise (2004), very little academic learning can take place. According to Walter (2006), classroom management differs from one teacher to another because of the teacher's personality, teaching style, preparedness, and number of students in the classroom. According to Umoren (2010), 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), relates 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 hearing, poor reading, poor writing, poor spelling, shame, dullness, hyperactivity and poor study habits. 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, 2007). According to Nicholas (2007), 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. According to Bassey (2012), 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.

According to Walter (2006), classroom management differs from one teacher to another because of the teacher's personality, teaching style, preparedness, and number of students in the classroom. According to Umoren (2010), 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), relates 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 hearing, poor reading, poor writing, poor spelling, shame, dullness, hyperactivity and poor study habits. 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, 2007). According to Nicholas (2007), 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. According to Bassey (2012), 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 Statement of the Problem Un-conducive learning environment in the public schools has posed serious problems to students' academic performance over many decades ago.

This trend has been on the increase on daily basis. Its prevalence has attracted the concern of the teachers, parents, the guidance counselors and many researchers. Effective classroom management has been discussed extensively at educational seminars and workshops, with efforts aimed at bringing lasting solution to the problem of students' poor academic performance encountered in secondary schools. In most cases, classroom teachers become tired of using verbal instruction in attempts to establish effective classroom management, but this method alone does not produce desired results. Many teachers use corporal punishment to instill fear and discipline in the classroom yet there are prevalence of disruptive behaviors in the classroom. A lot of teachers waste time and energy in intensive classroom supervision so that the classroom climate could be conducive for lessons. Some classroom teachers delegates authority to deserving prefects such as time – keeper, noise prefects, class prefects, etc. to share in the responsibility of ensuring a conducive learning atmosphere in the classroom.

Academic Performance

Academic performance is the extent to which a student, teacher or institution have achieved their short or long term educational goals. It is commonly measured through examination or continuous assessment for instance, Number of credit obtained at a sitting in WAEC or NECO examination represents academic performance of the candidate. Students' academic performance is contingent upon a number of factors including: previous educational outcome, socio economic status of the parents, parent educational background, self- effort and self - motivation of students, learning preferences, standard and type of educational institution in which student get their education and the school in which they study, amongst others. Durden and Ellis (2018) observe that, the measurement of student's previous educational outcomes are the most important indicators of student future achievement, that is, the higher previous appearances, the better the students' academic performance in future endeavors. However, Roddy and Talcott (2006) disagree with the assumptions that future academic performance are determined by preceding performance. In their research on the relationship

between previous academic performance and subsequent achievement at university level; they found that student learning or studying at graduate level and the score secured did not predict any academic achievement at university level.

Graetz (2016) 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 (2016), 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 (2013) in Considine and Zappala (2000) showed that schools environment and teachers expectation from their students also have strong influence on students' academic performance. Teachers, teaching in poor schools or schools having poor basic facilities often have low performance expectation from their students and when students know that their teacher have low performance expectations from them, it leads to poor performance by the students. Kwesiga (2002) asserts that students performance is also influenced by the school in which they study and that the number of the facilities in school offers usually determine the quality of the school which in turn affect the performance and accomplishment of its students. In his own argument, he also asserts that schools influence educational process in content organization, teacher and teaching and learning and in the end evaluation of all. It is generally agreed that schools put strong effect on academic performance and educational attainment of students. Students from elite schools perform better because these elite schools are usually very rich in resources and facilities. Hence the ownership of school and the fund available indeed influence the performance of the students.



Adetayo, (2008) confirms this position when they noticed that school ownership, provision of facilities and availability of resources in school is an important structural component of the school. Private school due to better funding, small size, serious ownership, motivated faculty and access to resources such as computers perform better than public schools. These additional funding resources and facilities available in private schools enhance academic performance and educational attainment of their student. Behavioral Management According to Martin & Sass (2010) behavioral management refers to the general daily maintenance of the classroom which include: classroom rules for students impute during instructional time and the type of reward system utilized. They continued that behavioral management is similar to but different from discipline in that it includes pre-planned efforts to prevent misbehavior as well as the teachers respond to it. Opining, Zimmerman (2011) said that Behavioral Management is related to the expectations a teacher hold for their student.

That it is not enough to expect students to keep their hands to themselves or raise their hand to speak, students also need to understand how you expect them to walk in the classroom, how to turn in their papers, how you want them to sit at their desk; they need to know how to get your attention appropriately and what voice level to use, at what time. Slater (2002) mention five areas an educator should make their focal point as they desire to maintain people management: communication, fairness, listen, empower and change. Managing behavior of students in the classroom is significant for the teacher because it can affect instruction, learning and performance. Walker (2009) asserts that the best teachers don't simply teach content, they teach people and Marzono, Pickering and Pallack (2001) said to effectively teach their student, teachers need to employ effective behavioral management strategies, implement effective instructional strategies and develop strong curriculum. When students with behavior issues are not properly handled, they can negatively influence the learning environment by persuading others to join them. Instructional Management Instructional management include aspects such as monitoring each work, structuring of the daily routine as well as teachers use of lecture and student practice, interaction, participatory approaches to instructions (Martin & Sass 2010).

Instructional Management is when the educator maintain control within their classroom with the rigor of the lesson within the classroom where the student

engaged and on task because students are very impressionable and require teachers who have the knowledge of how to create the best outcome for everyone in the learning environment. Churchward (2009) suggested three approaches to classroom management: Noninterventionist, Interventionist and Interactionist. These approaches were investigated in this study. According to Churchward (2009), Non-interventionist, a proactive approach is being prepared and being in control, interventionist, a reactionist approach, is doing this because some students did that while interactionist believe that students learn from interacting with peers in their environment, which is a shared classroom management strategy. Wong (1998), the proponent of Non-interventionist purports to the theory that class room issues must be handled before an issue occurs. Wong (1998) said in his management strategy, students involved with their work especially with academics—teacher lead instructions, always know what is expected of them and they tend to be successful.

They have little time off task such as wasted, disruption time etc. The classroom environment is work oriented along with being pleasant and relaxed. Canter (2006) designed assertive discipline approach, which falls within the category of interventionist approach. According to Canter, the procedure is familiar to the teacher and ensures that rule making is within the teachers' authority. Items like positive consequences, reward, and negative consequences and punishment were selected for the benefit of both the student and the teacher. Etheridge (2010) sees assertive discipline originally designed by Canter (2006), as a disciplinary approach that is designed to acknowledge a take charge and assertive approach on the part of the teacher. Classroom management and learning appears to be linked up and so if the teacher is striving to develop students who can perform academically through their school experience, then classroom management techniques need to be studied to determine which methods is more effective for students' academic performance. However, few studies up to date have explored possible linkage between classroom management and students' performance. This gap in the literature is reflected in the problem statement.

Classroom Management and Student Academic Performance Classroom Management is the action and direction a teacher takes to create a successful learning environment, having a positive impact on students' performance, given learning requirement and goals. A well-managed classroom give the teacher a



firm control over the class whereas the teacher loses control over the class if it is not well manage. Robert Digiulio see positive classroom management as the result of four factors: How teachers regard their students, how they set up the classroom environment, how skillful they teach the content and how well they address students behavior. Positive (well managed) classroom environment is consistent with expectation (better performance). It then implies that classroom management involve two aspects, instructional management and behavioral management. Student's behavior, if not well managed, it can affect instructions, learning and performance. In his own observation Walker (2009) noted that the best teachers don't simply teach content, they teach people. A well-managed classroom that enhances effective teaching and learning shore-up student's academic performance (Moore, 2008), assessed two hundred and seventy students and nineteen grammar school teachers and concluded that the findings of his research study suggest that relationship exist between some classroom management strategies and higher student's performance scores in diverse elementary setting.

Academic performance is a concept used to qualify the observable manifestation of knowledge, skill, understanding and ideas. It is the application of a learned product that at the end of the process provided mastery of the subject. It is the measured ability and achievement level of a learner in a school, subject or a particular skill. According to Fadipe (2000), academic performance takes into cognizance both quality and quantity of internal and external results accomplished. Academic Performance also indicates how relevant and competent the graduates are in meeting the societal needs and aspiration. The academic acquisition of a particular grade in examination indicates candidate's ability and mastery of the content and skill in applying learned knowledge to a particular situation. A student's success is generally judged on examination performance, that is, success is a crucial indicator that a student has benefited from a course of study. To this end, the success of any educational system depends largely on the effectiveness of classroom management. Discipline and Academic Performance of the Students Webeter's *New encyclopedic dictionary* define discipline among others as a training that corrects, mold or perfects the mental faculties or moral character. It is a control gained by enforcing obedience or order. Discipline, according to Galabawa, (2001) is an activity of subjecting someone to a code of

behavior, that there is wide spread agreement that an orderly atmosphere is necessary in school for effective teaching and learning to take place.

Class Room Discipline

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 (2009) identify 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 (2008) connects positive discipline with preventive discipline, providing gratification in order to remain committed to a set of values and control individual responsibility in the management of time, respect for school property, school rules and authority and good relation between students and teacher. Punishment in schools are considered as a disciplinary measure and therefore used as a means to maintain good discipline, referring to conformity and order in schools. Punishment as a social institution is intended to control, correct or bring into desired line, the individual or group of individuals behavior. In line with this opinion, Okumbe (2010), said punishment in school is meant to instill discipline and is meted on students who violates the school rules and regulations and that it is administered to bring about the desired change in behavior and improve school discipline if commensurate with the offence committed. Viewing from the angle of accountability, Cotton (2006) opined that punishment in the school system are expected to teach students accountability for their mistakes, that is, to teach them the relationship between their behaviors and the outcome.

However, Omari (2006) argued that punishment does not teach the correct behavior, that it destroys even the opportunity to demonstrate the acceptable behavior. He asserts that from the age of eighteen years onwards, there is a growing opposition to any use of physical force in disciplining the individual. This argument brings us to the negative form of discipline which according to Okumber (1998) occurs when our individual is force to obey orders blindly or without reasoning. In which, he continued, the individual may pretend to do the right thing or behave well when the superiors are present but turned the other way round when his/her superiors are absent. He illustrated his argument with a



situation where a student may behave well when the teacher is present but resort to mischief as soon as the teacher is out sight. This discipline, the positive discipline, also referred to as self-discipline, boost academic achievement. Time management not only an element of discipline but an indicator of self - discipline is an essential ingredient in goal attainment, academic outcome inclusive. In their view, Eilam and Aharon (2003) stressed that time management can be viewed as a way of monitoring and regulating self as regards the performance of multiple tasks within a certain time period and, therefore, for a better academic outcome, the students' self -attitude and participation is required as a principle of time management practice. Success can only be achieved when students discipline themselves and show a good management of time.

Kelly (2004) expresses similar view and argued that efficient use of time on the part of the students and school administrators directly associated with increased academic performance. However, some disciplinary actions are counter academic achievement. Canter, (2006) argues that although discipline is one of the most common problems for teachers, some punishment such as corporal punishment should not be used because no evidence suggests that they have produced better result academically, morally or that it improves school discipline. Corporal punishment may instill fear in the mind of the student or it may lead to physical injury if not well administered by the teacher. Both situations may lead to absconding or absence from school and consequently reducing the academic performance of the student. Hence, it is important that teachers need always realize the appropriateness of a punishment before meting out on the student. It is important to ensure that the best behavior and conditions are established, inculcated and maintained for effective learning to take place in our secondary schools. This could be achieved through the teacher's effective classroom management and advanced planning by the school administrator and the teacher. Effective teaching and learning is correlated with higher academic outcome and this is better achieved in a disciplined school environment in which the student and teachers know that they are on the same side working together to achieve higher academic outcome. Effective Teaching and Academic Performance of the Students Teaching is an art and the quality of teaching depends on the love, dedication, devotion, training and the experience of the teacher towards the subject of knowledge. It is he who plans, organizes, designs, directs, motivates

and inspires others to learn, using standard teaching techniques to impart knowledge (Okolocha & Onyeneke, 2003).

Teaching involves human resource development for individual and economic growth, done systematically by professionals who have acquired some skills and knowledge through training and or experience. In Akinmusire (2012) opinion, to make desirable impact, teaching must aim at total development of the individual, that is, to enhance intellectual capabilities, developmental and cognitive intellectuality, foster 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. According to Okolie (2014), effective teaching may include high level of creativity in analyzing, synthesizing and presenting knowledge in new and effective ways. He continued that, it should instill in the learners the ability to be analytical, intellectually curious, culturally aware, employable and capable of leadership. Omoifo and Urevbu (2007) expressed similar opinion and said, effective teaching implies the use of clearly formulated objectives by the teacher, illustrated instruction that will enable students to acquire desired knowledge content, apply the knowledge to classroom and other related problem, think and take independent decisions and the use of evaluation technique by the teacher.

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



is able to show requisite pedagogical insight and professional qualities and use same to direct the teaching and learning process to the point of achieving stated educational objective. It is not possible to guarantee a meaningful academic outcome without effective teachers to translate the laudable academic curriculum into practice in the classroom.

Teachers obviously are the hub of the educational system. According to Okolocha, and Onyeneke, (2013), teachers are the most important factor in students learning next to students themselves. Still stressing on teachers effectiveness, Okolocha and Onyeneke (2013) said the importance of teachers, the application of pedagogical knowledge into classroom oriented plan of action constitute the most essential fabric upon which the success of the school, its administration and the entire education system rest. Similarly, Ademola (2007) opined that an educational system with low quality teachers will produce students with poor inspiration and aspiration. Such students he said, will not grasp enough of the subject matter and cannot learn with ambition.

Babalola (2012) posited that experience in Nigeria has revealed that students' academic achievement in secondary schools largely depend on the competence and dedication of the teacher who has a significant role to play in the reshaping of the creative potentials and ability of students. From these facts, it becomes clear that students' academic performance is to a great extent dependent on the effectiveness of the teacher. According to Afe (2001), teachers have been shown to have important influence on students' academic achievement and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with students. Although, teachers strong effect would significantly influence students' academic achievement, other intervening variables such as socio economic background, family support, intellectual aptitude of student, personality of students, self-confidence and previous instructional quality have been found to also influence students examination score either positively or negatively (Starr, 2002). Even though, students' academic score are not the only predictors of teachers effectiveness but students, administrators, colleagues and teachers self-evaluation has been used to evaluate teachers' effectiveness.

Barnett (2003), Imhanlahini and Aguele, (2006) indicated that studies have shown that students rating are valuable indicators of teachers effectiveness. As indicated by Barnett (2003) above, several studies including: Adu and Olatundun (2007) Adeliwura and Tayo (2007) Schecter and Thum (2004) Starr (2002) Lockhead and Knomenan, (2008) 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.

Effective Teaching

A teacher needs to reflect on the learning environment he has created and whether this engages all children actively and meaningfully. Do teachers involve all students – also those at the back of the classroom? How do teachers ask questions? It is important for a teacher to investigate how his style of teaching can affect progress and behaviour of different students (Omoifo, 2007). Teachers plan and organizes the environment of the classroom, determine the detailed curriculum to be presented to the students, as well as its sequence and pacing, the overall structure of the lesson (how much and what kinds of student listening and activities), the feedback mechanisms to know how each child is 'getting on' and the correctives to be taken. Timing, pacing and sequencing of different teaching learning interactions is an essential part of classroom management and many behaviour problems can be avoided by improved management of the classroom environment and activities. Effective teachers and classroom managers address the needs of children both in terms of what they teach and how they teach. Though teaching is generally a group activity, learning is very individual. Effective teachers are sensitive to these differences and take actions to accommodate these so that, ideally, each child is provided an optimal learning experience. Managing classrooms for better teaching and learning. Teachers decide where children sit in the classroom. This may appear an unimportant decision, but it is not. The seating arrangement in a classroom can enable or disable interaction, as well as impact student behaviour and attitudes



(Adediwura, 2007). Thus, it is important to decide who will sit where and during which activity, based on the teacher's knowledge of his/her students. Research shows that children sitting farthest away from the teacher have the fewest interactions with them, are the least involved in classroom activities, and have the lowest achievement scores.

Afe (2015) revealed that the implications of such findings are obvious: teachers need to find ways to be physically close to their students, especially those who experience problems with learning. A teacher who manages his classroom by walking around can be close to every learner at different times. Therefore, a pair of comfortable walking shoes may be a necessary teaching tool. Teacher perceptions and expectations Apart from imparting knowledge and skills, teachers also help children to define their self-image. From daily interactions with teachers, children learn whether they are considered important or insignificant, bright or slow, liked or disliked. Teachers transmit these messages by the way they speak to children, their facial expressions and gestures, and by the amount of time they devote to each individual learner. Often teachers point out students' deficiencies more than praising them for their efforts and noting improvements, however small. For many children this is very discouraging, and may result in feelings of inferiority and failure. From the messages that students receive, they decide whether they are willing to risk participation in classroom activities or not. Effective teachers recognize that such involvement does not always come easily - it requires a trusting, psychologically comfortable learning environment. A quality which is essential to a psychological comfortable classroom environment is mutual respect (Afe, 2001). Too often, discussions related to respect focus mainly on the necessity of students respecting teachers. However, teachers and students must respect each other and respect has to be earned by both and this happens through the way teachers and children interact. Students may have negative classroom experiences because they are ridiculed by teacher or peers, or they repeatedly hear that they are disruptive or slow or "stupid". These and other negative messages telling children that they are not valued or respected, often result in children giving up on classroom participation.

Research on teacher-student interaction shows that teachers often behave differently towards individual students based on their own perception of what a student can or cannot do. Students labeled as "low-achievers" get less

opportunities to participate, and those seen as “disruptive” are perceived to be behaving badly, even when behaving well. Teachers can learn from students. To be successful a teacher must attend to what students do, what they say and how they perform. He should observe children's reactions in class to find out whether he is ‘getting across’ to them. Thus, teaching is not a matter of reading from a textbook, or dictating notes, but a participatory process. Teachers rely on a variety of ‘signals’ from their students. For example ‘eyes on’ behaviour means students are paying attention. Squirming behaviour means they are tired or bored. Affirmative nods of the head mean they follow and understand; puzzled looks mean they are confused (Freeman, 2012).

Lockhead (2008) asserted that motivation to learn and to behave well is largely contingent on interest. If a teacher's teaching can harness the curiosity of children, he can also elicit a willingness of students to learn and behave. Interest-satisfying teaching motivates children far more effectively than coercing them into tasks they consider irrelevant and boring. This implies that the execution of the tasks of a teacher and what a teacher models is crucial in the prevention of misbehaviour. Research shows that teacher behaviour which keeps students focused on learning reduces disruptions in the classroom. Effective teaching and classroom management prevents discipline problems or disruptions before they distract from the learning process. The following teacher behaviours are effective in creating and maintaining a positive learning environment: High expectations for student learning and behaviour. These expectations are communicated to students through a warm and encouraging manner. It is important that students know they are expected to learn well and behave appropriately. Teachers clearly communicate to students that they know what is happening in the classroom all the time. Establish classroom rules and procedures which are clear and fair. All students know and agree with the rules and consequences. Teachers need to teach behavioural rules and classroom routines in much the same way as they teach learning content. The rules need to be reviewed regularly throughout the school year. Classroom rules are posted in primary classrooms (Adediwura, 2007).

Kowin (2010) Specified consequences and their relation to student behavior as regards effective teaching in class room. Effective teachers explain the connection between students' misbehaviour and consequences carefully. This connection is taught and reviewed as needed. Classroom rules enforced promptly,



consistently, and equitably. Effective managers respond quickly to misbehaviour, respond in the same way at different times, and impose consistent consequences regardless of gender, race, socioeconomic status or other personal characteristics of students. Sharing with students the responsibility for classroom management. Effective teachers aim to develop in students a sense of belonging and self-discipline, rather than viewing discipline as something imposed from the outside. Providing stimulating seatwork activities. Effective teachers provide students with stimulating seatwork activities which are varied and challenging. These activities keep students' interest on learning and reducing the likelihood of misbehaviour. Maintaining a continuous pace for learning and make smooth transitions between activities. Effective teachers keep things moving in their classrooms, while providing continuous activity signals or cues to ensure inattentive or potentially disruptive students are engaged in learning which reduces the likelihood of misbehaviour.

Teachers attempt to involve non-participating students in learning activity and keeping all students focused on current activity or task. Monitoring classroom activities and providing feedback and reinforcement. Effective teachers observe and comment on student participation and behaviour, and they positively reinforce efforts to participate and behave well through the provision of verbal, symbolic, and tangible rewards. Despite efforts to be effective classroom managers, behaviour problems may occur. Most children do not intentionally misbehave, but there is usually a reason for their behaviour. Some common reasons contributing to children misbehaving are: The student finds the work is too easy or hard. The student is bored because the learning activities are uninteresting. The teaching methods do not match the learning style of the students. Teacher's expectations are not clear to the students or unreasonable. A teacher needs to be prepared for this with techniques ranging from a counseling approach, focusing on understanding and mutually solving a problem to behaviour modification or ignoring inappropriate and reinforcing appropriate behaviour. What is crucial though is that teachers always clarify that it is the behaviour that is unacceptable, not the child. These are the times that count most.

Reward System

Many new teachers wonder if they need to have a classroom reward system. The short answer is yes, to an extent. Using rewards as a part of classroom management isn't mandatory, but there are reasons to consider doing so. For one, motivating young students to participate in their own learning can be difficult. Having them practice good behavior on a daily basis can be even harder (Freeman, 2011).

There are advantages of having a classroom reward system. Then, we will see how you can design your own system and mention some pitfalls that you will want to avoid along the way. Whether we like it or not, humans need 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 you genuinely enjoy it and not just because you're told to, or because you want to appear smart to your 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 (Adediwura, 2008). 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.

There is a link between external rewards and students' academic performance. As a teacher and mother of four, including a teenage son, I learned this at home before I ever noticed in the classroom. Up there in importance with grades, better behavior is one of the results that most teachers desire from a reward system. Reward-based motivational systems prove that unwanted behavior can be curbed by putting such a method in place. Study after study has shown that punishment does not effectively curb undesirable behaviors. This makes it especially important for teachers to find alternatives for encouraging positive behavior. The results? He is a high school senior who hasn't made less than an A since. I eventually stopped the payments, but by that point, making As was a habit (Afe, 2015). Many of our students are the same. If they know that they will receive rewards (e.g., free computer time or classroom bucks) for putting in extra effort, they will. Many new teachers wonder if they need to have a classroom reward system. The short answer is yes, to an extent. Using rewards as a part of



classroom management isn't mandatory, but there are reasons to consider doing so. For one, motivating young students to participate in their own learning can be difficult. Having them practice good behavior on a daily basis can be even harder. We will start by looking at some advantages of having a classroom reward system. Then, we'll see how you can design your own system and mention some pitfalls that you will want to avoid along the way (Omoifo, 2012).

Lockhead (2009) listed that whether we like it or not, humans need 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 you genuinely enjoy it and not just because you are told to, or because you want to appear smart to your peers. This is a tough concept for little students 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. If you are struggling with any of the following classroom issues, consider implementing a reward system:

- Failing grades
- Incomplete assignments or homework
- Low student motivation and interest
- Chronic behavior problems
- Refusal to do work
- Poor attention and focus
- Students not getting along with one another

Omoifo (2012) asserts that although it's not a magic potion, a classroom reward system can flip-flop some of the negative elements listed above. Some advantages of a whole-class reward system include: As a teacher and mother of four, including a teenage son, I learned this at home before I ever noticed in the classroom. When my son started high school, he was a decent student, making As and Bs and the occasional C. I knew that he could do better, but none of my "fussing" or punishments made a difference. The results? He is a high school senior who hasn't made less than an A since. I eventually stopped the payments, but by that point, making As was a habit. Many of our students are the same. If they know that they will receive rewards (e.g., free computer time or classroom

bucks) for putting in extra effort, they will. Students who are constantly nagged, fussed at, and punished do not enjoy coming to school. Their parents will also begin to dread sending them, as they'll receive more negative phone calls and notes about bad grades and behavior. Of course, a reward system won't get rid of all classroom problems, but it can reduce the number of referrals, conferences, and phone calls significantly (Kowin, 2010). There are many reward systems and strategies. In this article, we'll cover the best of the best along with some tips and suggestions. But, as with all teaching, trial and error is the best tool. You would want to start by choosing a reward system foundation that you can personalize for your own classroom later on.

Here are some basic options:

Token based-systems: Individual goals are set ahead of time and students earn tangible rewards like stickers, points, or classroom dollars for meeting these goals.

Table points: Each table or group earns points collectively while competing against other groups.

Class points: The whole class earns points together.

Many teachers use a mixture of the three, offering individual, group, and whole-class rewards so that all students can be successful.

Afe (2001) asks, what do you want your students to achieve? What behaviors do you want them to repeat? Make a chart and display it for students. You will want to be clear and positive. For example, instead of saying "No talking in class," write, "Quiet and focused during lesson time." Remember that too many rules can confuse and overwhelm students. Stick to the important behaviors and attitudes that you want to reinforce. This is the part that many teachers overdo. If rewarding students becomes too tiresome or a chore, you'll be tempted to abandon ship, and that'll make things even worse. So, keep it simple. Some free (or cheap) rewards you can use include:

A trip to the treasure box (e.g., pencils, stickers, candy, tattoos, or other small prizes).

Reward cards (e.g., free computer time, no shoes in class, swap seats with a friend).

Class 'bucks' that can be saved to buy a prize from a classroom store.

Like all teachers, I want my students to be successful. By rewarding individuals, small groups, and the whole in similar but different ways, I ensure that everyone



wins. Classcraft is a great way to encourage positive behavior and discourage actions that you'd rather not 'see' at an individual level. For example, if you see a child doing something positive (like paying attention, following the rules, etc.), you can award them an experience point using the Classcraft app. Because the system tracks these points and they never go away, students can build their own characters and 'level up.'

Freeman (2012) reveals, if a child has received 15 marks for being off task during class that is something that may need to be discussed. One benefit to this over traditional "move your card to red" systems is that the negative behavior is tracked privately. That way, no students are embarrassed or demeaned in the process. Be clear with students. They need to know exactly how the system works for it to be effective. Give the rewards liberally. Especially in the beginning, you'll want to give out lots of rewards at random when you catch their 'good behavior.' Give feedback with rewards. I know it's time consuming, but taking a minute to talk with each student about what they did well and what they can improve on is part of what makes a classroom reward system work well. Ask for their opinions. What rewards do they like? Which ones do they find pointless? Keep your system fresh by incorporating their ideas.

METHODOLOGY

Descriptive research design for this study was used in this study, it sought to describe the relationship that exists between the variables of classroom management (independent variable) and students' academic performance (dependent variable). The population of the study consisted of Twenty Four Thousand, Three Hundred and Twenty (24,320) teachers in public secondary schools in Rivers State. The sample technique adopted was stratified sampling technique in which one hundred and fifty teachers (150) were chosen from each of the three senatorial districts in Rivers State, totaling 450. Out of 450 copies of the questionnaires distributed, 400 representing 89% of the total distributed copies of questionnaires were duly completed and returned and the study based its analysis on the returned questionnaire copies.

The instrument used for this study was a sixteen item self-structured questionnaire captioned, "Effective classroom management and student academic performance, questionnaire (ECMSAP) which consisted, A and B.

Section A elicited demographic information about the respondents while section B contains 16 items on a four point modified Likert like rating scale of strongly agree (4 points), agree (3 points), strongly disagree (2 points) and disagree (1point) respectively to elicit information on effective classroom management and academic performance of the students. Validity of the Instrument The face and content validity of the by the researcher's supervisor in the department of Educational Management, Ignatius Ajuru, University of Education. The reliability of the instrument was done using Crombach Alph (SPSS version 23) and $.911 > .71$ was obtained which showed that the instrument was highly reliable. The method of analysis used for the study was mean and standard deviation used in answering the research questions at 2.5 mean benchmark and Pearson Product Correlation Coefficient (PPMC) used in testing the hypotheses at .05 significance level.

Purpose of the Study

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

1. To find out the relationship between classroom discipline and the academic performance of the students in public secondary schools in Rivers State.
2. To find out the relationship between effective teaching and students' academic performance public secondary schools in Rivers State.
3. To find out the relationship between classroom reward system and students' academic performance public secondary schools in Rivers State.

Research Questions

The following research questions guided this study:

1. How does classroom discipline relate to the academic performance of the students in public secondary schools in Rivers State?
2. How does effective teaching relate to the academic performance of the student in public secondary schools in Rivers State?
3. How does teachers reward system relate to students' academic performance in public secondary schools in Rivers State?

Research Hypotheses

The following hypotheses were tested for this study:



1. There is no significant relationship between classroom discipline and academic performance of the students in public secondary schools in Rivers State
2. There is no significant relationship between effective teaching and academic performance of the students in public secondary schools in Rivers State.
3. There is no significant relationship between teachers reward system and academic performance of the students in public secondary schools in Rivers State

RESULTS

Research Question 1: How does classroom discipline relate to academic performance of the students in public secondary schools in Rivers State?

Table 1: the relationship between classroom discipline and academic performance of students in public secondary schools in Rivers State

s/n items	N=400	Mean	Std. Deviation	Remark
1. I use corporeal punishment to ensure my students behave well in class		1.3675	.48273	Disagreed
2. My students take to already established instructions on class behavior		2.3800	1.32287	Disagreed
3. I ensure all students are kept in learning activity and all students focused on current activity or task		2.8900	1.13628	Agreed
4. I leave immediately or near the time my period is over.		2.1500	1.15361	Disagreed
Grand Mean		2.19		

Table 1 above shows in item 1 mean score of 1.37 and SD .483 which proved that the respondents disagreed that they use corporeal punishment to ensure my students behave well in class. In item 2 mean score of 2.38 and SD 1.32 equally showed that the respondents disagreed that students take to already established instructions on class behavior. In item 3 mean score of 2.89 and SD 1.136 shows that the respondents agreed that they ensure all students are kept in learning activity and all students focused on current activity or task. In item 4 mean score of 2.15 and SD 1.153 equally proved that the respondents disagreed that they leave immediately or near the time my period is over. The grand mean of 2.19 > 2.5

therefore proved that the class room discipline does not relate to students' academic performance in public secondary schools in Rivers State.

Research Question 2: How does effective teaching relate to academic performance of students in public secondary schools in Rivers State?

Table 2: The relationship between effective teaching and to academic performance of students in public secondary schools in Rivers State

s/n items	N=4 oo	Mean	Std. Deviation	Remark
5. I walk round the class room when teaching		2.6400	1.20915	Agreed
6. I device activities during lessons, that keep students interested all through the lesson period		2.8850	1.48720	Agreed
7. My students understand my teaching in clear language		2.9500	1.23341	Agreed
8. My students do their class activity very well after each lesson.		1.2175	.41306	Disagreed
Grand mean				

Table 2 shows in item 5 mean score of 2.64 and SD 1.20 which indicates that the respondents disagreed that they walk round the class room when teaching. In item 6 mean score of 2.89 and SD 1.49 proves that the respondents agreed that they device activities during lessons, that keep students interested all through the lesson period. In item 7 mean score of 2.95 and SD 1.23 indicates that the respondents agreed that their students understand my teaching in clear language. In item 8 mean score of 1.22 and SD 0.413 shows that the respondents disagreed that their students do their class activity very well after each lesson.

The grand mean of 2.56 shows that the respondents agreed that there is a relationship between effecting teaching and academic performance of students in public secondary schools in Rivers State.



Research Question 3: How does teachers' reward system relate to students' academic performance in public secondary schools in Rivers State?

Table 3: Relationship between teachers' reward system relate to students' academic performance in public secondary schools in Rivers State.

S/n item	N=400	Mean	Std. Deviation	Remark
9. I praise any student who gets answers to question openly		1.3550	.71432	Disagreed
10. I give items/cash to any student who performs well in class		2.6900	1.24248	Agreed
11. I call my students personally when they are absent in class		1.9450	1.14685	Disagreed
12. I give my well behaved students special gifts during end of term or intermittently		2.0400	1.20915	Disagreed
Total		2.00		

Table 3 shows mean score of 1.32 and SD 0.714 in item 9 implies that the respondents disagreed that they praise any student who gets answers to question openly. In item 10 mean score of 2.69 and SD 1.24 shows that the respondents agreed that they give items/cash to any student who performs well in class. In item 11 mean score of 1.96 and SD 1.147 shows that the respondents disagreed that they call my students personally when they are absent in class. In item 12 mean score of 2.04 and SD 1.21 shows that the respondents disagreed that they give my well behaved students special gifts during end of term or intermittently.

Grand mean score of 2.00 shows that there the respondents disagreed that there is no significant relationship between reward system and students' academic performance in public secondary schools in Rivers State.

Hypothesis one: There is no significant relationship between classroom discipline and academic performance of the students in public secondary schools in Rivers State.

Table 4: Testing of H_{01}

Class discipline	room	Correlation Coefficient	1.000	.013	-.186**	.557**
		Sig. (2-tailed)	.	.784	.000	.000
		N	400	400	400	400
		Correlation Coefficient	.013	1.000	.568**	.064
		Sig. (2-tailed)	.784	.	.000	.149
		N	400	400	400	400
		Correlation Coefficient	-.186**	.568**	1.000	-.223**
		Sig. (2-tailed)	.000	.000	.	.000
		N	400	400	400	400
Students' academic performance		Correlation Coefficient	.557**	.064	-.223**	1.000
		Sig. (2-tailed)	.000	.149	.000	.
		N	400	400	400	400
		Correlation Coefficient	1.000	.014	-.194**	.590**
		Sig. (2-tailed)	.	.784	.000	.000
		N	400	400	400	400
		Correlation Coefficient	.014	1.000	.610**	.156**
		Sig. (2-tailed)	.784	.	.000	.002
		N	400	400	400	400
		Correlation Coefficient	-.194**	.610**	1.000	-.208**
		Sig. (2-tailed)	.000	.000	.	.000
		N	400	400	400	400
		Correlation Coefficient	.590**	.156**	-.208**	1.000
		Sig. (2-tailed)	.000	.002	.000	.
		N	400	400	400	400

Table 4 above shows a correlate value of .590, p-value of $.000 < .05$ which indicates that there is a significant relationship between class room discipline and students' academic performance in public secondary schools in Rivers State. The null hypothesis is therefore rejected.

Hypothesis two: There is no significant relationship between effective teaching and academic performance of the students in public secondary schools in Rivers State

Table 5: Testing H_{02}

Effective Teaching	Correlation Coefficient	1.000	-.099 [*]	.093 [*]
	Sig. (2-tailed)	.	.037	.039
	N	400	400	400
	Correlation Coefficient	-.099 [*]	1.000	.749**
	Sig. (2-tailed)	.037	.	.000
	N	400	400	400



Students' academic performance	Correlation			
	Coefficient	.093 [*]	.749 ^{**}	1.000
	Sig. (2-tailed)	.039	.000	.
	N	400	400	400
	Correlation			
	Coefficient	1.000	-.105 [*]	.057
	Sig. (2-tailed)	.	.036	.258
	N	400	400	400
	Correlation			
	Coefficient	-.105 [*]	1.000	.787 ^{**}
	Sig. (2-tailed)	.036	.	.000
	N	400	400	400
Correlation				
Coefficient	.057	.787 ^{**}	1.000	
Sig. (2-tailed)	.258	.000	.	
N	400	400	400	

Table 5 above shows correlate value of .057, and p-value of .023 < .05 shows that there is a significant relationship between effective teaching and academic performance of the students in public secondary schools in Rivers State. The null hypothesis is therefore rejected.

Hypothesis 3: There is no significant relationship between teachers reward system and academic performance of the students in public secondary schools in Rivers State.

Table 6: Testing of H₀₃

Reward system	Correlation			
	Coefficient	1.000	.606 ^{**}	.222 ^{**}
	Sig. (2-tailed)	.	.000	.000
	N	400	400	400
	Correlation			
	Coefficient	.606 ^{**}	1.000	.494 ^{**}
	Sig. (2-tailed)	.000	.	.000
	N	400	400	400

Students' academic performance	Correlation Coefficient	.222**	.494**	1.000
	Sig. (2-tailed)	.000	.000	.
	N	400	400	400
	Correlation Coefficient	1.000	.671**	.246**
	Sig. (2-tailed)	.	.000	.000
	N	400	400	400
	Correlation Coefficient	.671**	1.000	.525**
	Sig. (2-tailed)	.000	.	.000
	N	400	400	400
	Correlation Coefficient	.246**	.525**	1.000
	Sig. (2-tailed)	.000	.000	.
	N	400	400	400

Table 6 above shows correlate value of .525, p-value of $.000 < .05$ indicating that there is significant relationship between teachers reward system and academic performance of the students in public secondary schools in Rivers State. The null hypothesis is therefore rejected.

DISCUSSION OF FINDINGS

The findings of the study are hereunder discussed:

The findings of tested hypothesis one showed that there is a significant relationship between classroom discipline and academic performance of the students in public secondary schools in Rivers State, while answer to research question one showed with the grand mean of $2.19 > 2.5$ that the class room discipline does not relate to students' academic performance in public secondary schools in Rivers State. The result therefore proved that the classroom discipline is related to students' academic performance in public secondary schools in Rivers State. The position of the respondents is supported by Okumbe (2008) stating that positive discipline connects with preventive discipline, providing gratification in order to remain committed to a set of values which leads to greater academic performance of students and control individual responsibility in the



management of time, respect for school property, school rules and authority and good relation between students and teacher.

The result of hypothesis one equally showed that there a significant relationship between effective teaching and academic performance of the students in public secondary schools in Rivers State. The answers to research question two showed grand mean of 2.56 implying that the respondents agreed that there is a relationship between effective teaching and academic performance of students in public secondary schools in Rivers State. The result therefore showed that effective teaching is related or leads to academic performance of students in public secondary schools in Rivers State. The position of the respondents is buttressed by Afe (2015) revealing that the implications of effective teaching is that a teacher accommodates all shades of the students to learn in their individual pace. A teacher who manages his classroom by walking around can be close to every learner at different times. He stated further that a pair of comfortable walking shoes may be a necessary teaching tool. Teacher perceptions and expectations Apart from imparting knowledge and skills, teachers also help children to define their self-image. From daily interactions with teachers, children learn whether they are considered important or insignificant, bright or slow, liked or disliked. Teachers transmit these messages by the way they speak to children, their facial expressions and gestures, and by the amount of time they devote to each individual learner.

The result of hypothesis three showed that there is a significant relationship between teachers reward system and academic performance of the students in public secondary schools in Rivers State. The answer to the research question equally showed that Grand mean score of 2.00 shows that there the respondents disagreed that there is no significant relationship between reward system and students' academic performance in public secondary schools in Rivers State. This therefore means that teacher reward system influences students' academic performance in public secondary schools in Rivers State. The position of the respondents is supported by Lockhead (2009) stating that whether we like it or not, humans, including students, need 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 you genuinely enjoy it and not just because you are told to, or because you want to

appear smart to your peers. This is a tough concept for little students 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.

Summary of Findings: The study investigated class room management and students academic performance in public secondary schools in Rivers State and found the following:

The findings of tested hypothesis one showed that there is a significant relationship between classroom discipline and academic performance of the students in public secondary schools in Rivers State, while answer to research question one showed with the grand mean of $2.19 > 2.5$ that the class room discipline does not relate to students' academic performance in public secondary schools in Rivers State. The result of hypothesis one equally showed that there a significant relationship between effective teaching and academic performance of the students in public secondary schools in Rivers State. The answers to research question two showed grand mean of 2.56 implying that the respondents agreed that there is a relationship between effective teaching and academic performance of students in public secondary schools in Rivers State. The result of hypothesis three showed that there is a significant relationship between teachers reward system and academic performance of the students in public secondary schools in Rivers State. The answer to the research question equally showed that Grand mean score of 2.00 shows that there the respondents disagreed that there is no significant relationship between reward system and students' academic performance in public secondary schools in Rivers State

CONCLUSION

The study has clearly showed that classroom management is necessary and effective in engendering students' academic performance. Students can learn and perform better when teachers show effectiveness in the class room. The study has proved that classroom discipline defines rules and guidelines required for the character of teaching and learning, while reward systems boosts the human mind of the students for sustained and improved performance.



RECOMMENDATIONS

The study recommends the following:

1. Classroom discipline should be encouraged by both teachers and school management since it leads to students' academic performance.
2. Teacher effectiveness should be enhanced by regular inspection by school administrators and training and retraining of teachers.
3. Reward system should be encouraged and provided for in the budget of the school by the management.

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