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EFFECTIVE CLASSROOM MANAGEMENT AND STUDENTS' ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN UYO LOCAL GOVERNMENT AREA OF AKWA IBOM STATE

Abstract: This study was carried out to investigate Effective Classroom Management and Students' Academic Performance in Secondary schools in Uyo Local Government Area. Four research questions and four null hypotheses were formulated to guide the study. The survey design was adopted for the study. The population of 2044 Senior Secondary School One (SS1) students with a sample of 200 students selected from 5 public secondary schools in 4 clans within the study area. A researcher – made questionnaire was used to elicit data from respondents. The research instrument has a 4-point rating scale and 25 items based on the study variables. The Pearson Product Moment (PPM) Correlation Coefficient of 0.94 ascertained the reliability of instrument for use in the study. After the administration, scoring and collation of the instrument, the data obtained were subjected to the chi-square (X^2) analysis. All the null hypotheses were tested at 0.05 level of significance. Based on the result of this study, it is concluded that SS1 students in the public Secondary Schools in Uyo Local Government Area differ significantly in terms of academic performance based on verbal instruction, corporal punishment, instructional supervision, delegation of authority to learners. It is recommended that teachers should be skilled in classroom management so as to influence students' academic performance positively.

Key words: classroom, Management, and Students' Academic Performance.

1. INTRODUCTION

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

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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.

In effect, discipline, control and the consequences become authoritative or punitive approaches to classroom management. These have become much smaller part of the term classroom management. Thus, classroom management denotes much more than any of these words (Charlie, 2006). As put by Williams (2008), classroom management involves how the teacher works, how the class works, how the teacher and students work together and how teaching and learning takes place.

An analyses of the past 50 years of classroom management research identified classroom management as the most important factor, even above students' aptitude, affecting students' learning and academic performance (Wang, et al., 2009). Contrary to popular belief held by Pandey (2006), classroom management is not a gift bestowed upon some teachers. While it is true that some teachers adapt to classroom management easily, making it felt by their colleagues as if they possess some innate talents. 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).

Poorly managed classrooms are usually characterized by disruptive behaviors such as sleeping, late coming, noise making, miscopying of notes, eating, calling of nicknames, verbal or physical threat to fellow students or the teacher (Ekere, 2006). These disruptive behaviors disorganize learning processes and hamper academic performance of students. Effiong (2007), suggests that teachers can deal with these disruptive behaviors in the classroom and reduce them to the minimum through effective classroom management so that effective learning can take place. Once teachers are able to effectively reduce or eliminate disruptive

behaviors in the classroom, there would be increased academic attentiveness and engagement which would pave way for better academic performance by students.

The use of verbal instruction is one of the techniques for effective classroom management that can be adopted by teachers. According to Good (2004), clear instruction on what should be done gives the students concrete direction to compliance. In this approach, teachers try to be consistent in enforcing the verbal instruction so that it produces the desired results.

Until recently, corporal punishments were used widely as an effective classroom management technique to curb disruptive behaviors in the classroom. It is now not commonly applicable through it is still practiced in some schools as an effective classroom management technique.

Instructional supervision is another technique of effective classroom management adopted by teachers in the classroom. According to Obot (2010), instructional supervision involves moving around the classroom to observe students closely, engaging students in academic activities, asking questions and employing both verbal and non-verbal teaching methods to ensure that students are paying undivided attention and taking more from the lesson than simple facts.

Delegation of authority to learners is still another technique of effective classroom management where the teacher delegates his/her authority to deserving students and assign them duties such as cleaning chalk board, time keeping, controlling noisemakers, managing learning materials, collecting assignment from students, copying lesson notes on the chalk board, class representatives on behalf of the class (Nima, 2004). These contribute a great deal to making the classroom a conducive place since cooperation between students and teachers in the classroom is fostered.

Classroom management techniques are aimed at producing conducive learning environment where students can learn with ease and perform better academically. All of these techniques can be adopted in the classroom depending on the nature of the problem at hand. Based on the above statements, the researcher deemed it necessary to investigate the effect of classroom management on the academic performance of Senior Secondary School One (SSS1) students in Uyo Local Government Area of Akwa Ibom State.

2. 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. These methods are adopted by teachers to enable the classroom become conducive enough for effective teaching – learning process and to facilitate higher academic performance of the students.

Researchers such as Udo (2002) have investigated on effective classroom management in other geographical locations of Akwa Ibom State. It is necessary to examine effective classroom management and its effects on students' academic performance among Senior Secondary School One (SSS1) in Uyo Local Government Area of Akwa Ibom State.

3. Purpose of the Study

The purpose of this study was to examine effective classroom management and students' academic performance in Uyo Local Government Area of Akwa Ibom State.

The objective of the study includes:

- (i) To access the use of verbal instruction and how it could enhance students' academic performance.
- (ii) To examine the use of corporal punishment on the learners and its effects on students' academic performance.
- (iii) To determine how the use of instructional supervision could affect students' academic performance.
- (iv) To evaluate how delegation of authority to learners could affect students' academic performance.

4. Research Questions

The following research questions were raised:

- (I) How does verbal instruction affect students' academic performance?
- (II) How does corporal punishment affect students' academic performance?
- (III) In what ways does the use of instructional supervision affect students' academic performance?
- (IV) How does delegation of authority to learners affect students' academic performance?

5. Research Hypotheses

The following null hypotheses were formulated:

- i) Verbal instruction does not significantly influence students' academic performance.
- ii) Corporal punishment does not significantly influence students' academic performance.
- iii) Instructional supervision does not significantly influence students' academic performance.
- iv) Delegation of authority to learners does not significantly influence students' academic performance.

6. Significance of the Study

This study will be significant as it will yield data that will help a number of individuals and educational stakeholders such as the Ministry of Education, researchers and PTA members to ascertain the extent to which effective classroom management affects students' academic performance in secondary schools.

The findings provided in this study will help teachers in accessing the effects of their classroom management on student's academic performance in the school. Likewise, Ministry of Education and the curriculum planners will use the results of this study to guide them in imbuing classroom management skills in teachers so as to improve students' academic performance. The study is equally significant to PTA members in that they will understand how disruptive behavior can hamper students' academic performance. It will create awareness among teachers and parent on the need to always establish a conducive learning environment for improved academic performance among children.

7. Methodology

The survey design was adopted to determine the influence of effective classroom management on students' academic performance among Senior Secondary School One (SS1) students in Uyo Local Government Area of Akwa Ibom State. The survey design allowed for selection of sample that would represent a large population such as in this study. The sample of this study consisted of 200 Senior Secondary School One (SS1) students from five public secondary schools. In each sampled school, 40 students were selected to take part as respondents.

8. Instrumentation

The researcher – made questionnaire entitled "Effective Classroom Management and Students' Academic Performance Questionnaire" (ECMASAPQ) was used to elicit responses from the subjects. Experts in Test and Evaluation in the Department of Educational Foundation, Guidance and Counseling, Faculty of Education, University of Uyo, critically scrutinized the contents of the questionnaire. The validators effected necessary corrections on the draft copy before accepting it suitable for further procedures.

The instrument has two sections. Section A collects respondents' demographic data, while section B has 25 items which measures the relationship between effective classroom management and students' academic performance in secondary schools. The instrument had a 4–point rating scale as follows: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD).

9. RESULT PRESENTATION

Research Question 1. How does verbal instruction affect students' academic performance?

Figure 1: Percentage Presentation of data for question 1

S/N	Item	A		D	
		No.	%	No.	%
1	My teacher instructs us on what to be done in the classroom.	151	75.5	49	24.5

2	My teacher takes time to stress on disciplinary rules and regulations of the classroom.	117 58.5	83 41.5
3	My teacher gives directives on when I should discuss in the classroom so that I do not make a noise.	121 60.5	79 39.5
4	My teacher warns me on when to start writing during lesson period so that I do not lose focus.	106 53	94 47
5	My teacher directs on how learners could submit assignment quietly without disturbing the class.	101 50.5	99 49.5
		596 298	404 202

Field Work, 2017

Figure 1 shows that majority of students receives verbal instructions from their classroom teacher on how to conduct themselves so as to benefit optionally form the class.

Research Question 2. How does corporal punishment affect students' academic performance?

Figure 2: Percentage Presentation of data for question 2

S/N	Item	A		D	
		No.	%	No.	%
6	My teacher orders me to kneel down when I come late to the class.	132	66	68	34
7	My teacher asks me to pick leaves when I fail to submit my assignment.	93	46.5	107	53.5
8	My teacher sends me out to cut grass when I make a noise.	94	47	106	53
9	My teacher uses cane on me when I insult a senior person.	140	70	60	30
10	I behave well in the classroom only when my teacher uses punishment on me.	61	30.5	139	69.5
		520	260	480	240

Field Work, 2017

Figure 2 shows that majority of students are disciplined by the teacher so that they take their study seriously.

Research Question 3. In what ways does the use of instructional supervision affect students' academic performance?

Figure 3: Percentage Presentation of data for question 3

S/N	Item	A		D	
		No.	%	No.	%
11	My teacher always goes round the classroom to ensure that students are actively participating in learning activities.	141	70.5	59	29.5
12	While teaching, my teacher moves round the classroom to spot out learners who make a noise	123	61.5	77	38.5
13	While teaching my teacher inspects students who are fighting each other.	106	53	94	47
14	While teaching my teacher conducts himself around				

	to note students who fail to copy from the chalk board.	125 62.5	75 37.5
15	My teacher is against malpractice during test and examinations.	101 50.5	99 49.5
		596 298	404 202

Field Work, 2017

Figure 3 shows that majority of students are encouraged to learn due to their teachers' instructional supervision in the classroom.

4.1.4 **Research Question 4.** How does delegation of authority affect student's academic performance?

Figure 4: Percentage Presentation of data for question 4

S/N	Item	A		D	
		No.	%	No.	%
16	My teacher appoints any member of the class to clean the board.	141	70.5	59	29.5
17	My teacher appoints a time-keeper in the classroom.	138	69	62	31
18	My teacher appoints students to write name of noise makers in the classroom.	120	60	80	40
19	My teacher is partial in assigning responsibilities to students in the classroom.	111	55.5	89	44.5
20	My teacher appoints a class prefect to write names of late comers to class.	105	52.5	95	47.5
		615	307.5	385	192.5

Field Work, 2017

Figure 4 shows that majority of students increases their participation in classroom activities due to their teachers' delegation of authority.

Figure 5 Percentage Presentation of Data for responses on effective classroom management and students' academic performance

S/N	Item	A		D	
		No.	%	No.	%
21	I listen to lessons in the classroom and remember all during examinations.	115	57.5	85	42.5
22	I perform well during examinations because I study very hard.	111	55.5	89	44.5
23	My teachers' order of "Fail-and-Go" forced me to read harder to pass in examination.	132	66	658	34
24	My teachers' strict classroom management forced me to change my habits to a better and rewarding performance.	63	31.5	137	68.5
25	My teachers' classroom management creates fear that weakens learning and causes low academic performance.	83	41.5	117	58.5
		504	252	496	248

Field Work, 2017

Figure 5 shows that majority of students perform well academically due to effective classroom management.

Hypothesis 1. Verbal instruction does not significantly influence students' academic performance.

Figure 6: Calculation of chi-square for hypothesis 1

Observed Frequency (O)	Expected Frequency (E)	O-E	(O-E) ²	$\frac{\sum(O-E)^2}{E}$
151	119.2	31.8	1011.24	8.48
49	80.8	-31.8	1011.24	12.52
117	119.2	-2.2	4.84	0.04
83	80.8	2.2	4.84	0.06
121	119.2	1.8	3.24	0.03
79	80.8	-1.8	3.24	0.04
106	119.2	-13.2	174.24	1.46
94	80.8	13.2	174.24	2.16
101	119.2	-18.2	331.24	2.78
99	80.8	18.2	331.24	4.10
				$\chi^2 = 31.67$

Field Work, 2017 At 4.df; significant level of 0.05, critical value is 9.49.

Figure 6 shows that verbal instructions significantly influence students' academic performance. Therefore, the null hypothesis is rejected since the calculated value is greater than the critical value (i.e 31.67 > 9.49).

Hypothesis 2. Corporal punishment does not significantly influence students' academic performance.

Figure 7: Calculation of chi-square for hypothesis 2

Observed Frequency (O)	Expected Frequency (E)	O-E	(O-E) ²	$\frac{\sum(O-E)^2}{E}$
132	104	28	784	7.54
68	96	-28	784	8.17
93	104	-11	121	1.16
107	96	11	121	126
94	104	-10	100	0.96
106	96	10	100	1.04
140	104	36	1296	12.46
60	96	-36	1296	13.5
61	104	-43	1849	17.78
139	96	43	1849	19.326
				$\chi^2 = 83.13$

Field Work, 2017

At 4 d. f and significance level of 0.05, the critical value is 9.49.

Figure 7 shows that corporal punishments significantly influence students' academic performance. Therefore, the null hypothesis is rejected since the calculated value is greater than the critical value (i.e 83.13 > 9.49).

Hypothesis 3. Instructional Supervision does not significantly influence students' academic performance.

Figure 8: Calculation of chi-square for hypothesis 3

Observed Frequency (O)	Expected Frequency (E)	O-E	(O-E) ²	$\frac{\sum(O-E)^2}{E}$
141	119.2	21.8	475.24	3.99
59	80.8	-21.8	475.24	5.88
123	119.2	3.8	14.4	0.12
77	80.8	-3.8	14.4	0.18
106	119.2	-13.2	174.24	1.46
94	80.8	13.2	174.24	2.16
125	119.2	5.8	33.64	0.28
75	80.8	-5.8	33.64	0.42
101	119.2	-18.2	331.24	2.78
99	80.8	18.2	331.24	3.35
				$\chi^2=20.62$

Field Work, 2017

At 4 d.f. and significance level of 0.5, the critical value is 9.49.

Figure 8 shows that instructional supervision significantly influence students' academic performance. Therefore, the null hypothesis is rejected since the calculated value is greater than the critical value (i.e. 20.62 > 9.49).

Hypothesis 4. Delegation of Authority does not significantly influence students' academic performance.

Figure 9: Calculation of chi-square for hypothesis 4

Observed Frequency (O)	Expected Frequency (E)	O-E	(O-E) ²	$\frac{\sum(O-E)^2}{E}$
141	123	18	324	2.63
59	77	-18	324	4.21
138	123	15	225	1.83
62	77	-15	225	2.92
120	123	-3	9	0.07
80	77	3	9	0.12
111	123	-12	144	1.17
89	77	12	144	1.87
105	123	-18	324	2.63
95	77	18	324	4.21
				$\chi^2=21.66$

Field Work, 2017

At 4 d.f and significance level of 0.05, critical value is 9.49.

Figure 9 shows that delegations of authority significantly influence students' academic performance. Therefore, the null hypothesis is rejected since the calculated value is greater than the critical value (i.e. 21.66 > 9.49).

Figure 10: Calculation of chi-square for the Reponses on classroom management and students' academic performance.

Observed Frequency (O)	Expected Frequency (E)	O-E	(O-E) ²	$\sum(O-E)^2$
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				E
115	100.8	14.2	201.64	2.00
85	99.2	14.2	201.64	2.03
11	100.8	10.2	104.04	1.03
89	99.2	-10.2	104.04	1.05
132	100.8	31.2	973.44	9.66
68	99.2	-31.2	973.44	9.81
63	100.8	-37.8	1428.84	14.18
137	99.2	37.8	1428.84	14.03
83	100.8	-17.8	316.84	3.14
117	99.2	17.8	316.84	3.19
				$X^2=60.12$

Field Work, 2017

At 4 d.f and significance level of 0.05, critical value is 9.49.

Figure 10 shows that effective classroom management significantly influence students' academic performance. Therefore, the null hypothesis is rejected since the calculated value is greater than the critical value (i.e. $60.12 > 9.49$).

10. Discussion of Findings

The results of findings in this study were discussed in this section based on the hypotheses used in guiding the study.

Verbal Instruction and Students Academic Performance

Result in Figure 6 revealed that Senior Secondary School One (SS1) students in public secondary schools in Uyo Local Government Area whose teachers give instructions do differ significantly in terms of academic performance from those whose teachers do not. This means that the earlier posited null hypothesis is rejected.

This result is in line with the view of Obinaju (2006), which states that most students misbehave and perform below expectations because the classroom teacher fail to give and explain disciplinary rules and regulations governing the class. This result is also in line with the views of Okon (2009) who asserted that verbal instruction on what to be done gives students an idea of what is expected of them in the classroom and this help them to behave well.

In another perspective, this result supports the views of Ndiana (2009) which opines that if teachers give directives on how classroom activities should be done, the classroom will be orderly enough for lessons to be affective, this will have positive impact on students' academic performance.

Based on the above discussion, it is deduced that senior secondary school one (SS1) students in Uyo Local Government Area whose teachers give verbal instructions exhibits less disruptive behavior and perform better academically.

Corporal Punishment and Students' Academic Performance

The result in Figure 7 revealed that Senior Secondary School One (SS1) students in public schools in Uyo Local Government Area whose teachers administer corporal punishment do differ significantly in terms of academic performance from other students whose teachers do not. This means that the null hypothesis earlier posited is rejected.

The result is in line with the views of Etim (2005) which asserted that corporal punishment makes students think twice before committing the same offence. It is also in support of Ime (2008) who opined that students only respond to corporal punishment. According to Udeme (2006), effective classroom management involves the teacher's considerable use of corporal punishment which will create a conducive learning atmosphere.

This result is also in agreement with Ukpong (2007), which posited that effective use of corporal punishment produce an orderly classroom setting, which will have a positive impact on students' academic performance.

Based on the above discussion, it is deducted that Senior Secondary School One (SS1) students Uyo Local Government Area whose teachers use corporal punishment exhibit less disruptive behavior and perform better academically.

Instructional Supervision and Students' Academic Performance

The result of findings in Figure 8 revealed that instructional supervision significantly influence Senior Secondary School One (SS1) students' academic performance in Uyo Local Government Area of Akwa Ibom State.

This result is in line with the views of Essien (2009) which asserted that instructional supervision creates an avenue for an interactive session between teachers and students. This according to Essien (2009) gives teachers the opportunity to discover their students' weakness, strength talent etc. and render academic assistance when the need arise. This significantly influences student's academic performance.

The results is also in line with the remark of Babalola & Ayeni (2009) which stipulate that students will develop keen interest in academic activities if teachers show concern in their academic well-being and encourage them through instructional supervision.

Based on the above discussion, it is expected that Senior Secondary School One (SS1) students in Uyo Local Government Area of Akwa Ibom State whose teachers carryout instructional supervision exhibit less disruptive behavior and develop rewarding academic habits with the help of the teacher.

Delegation of Authority and Students' Academic Performance

The result of findings in Figure 9 revealed that delegation of authority significantly influence Senior Secondary School One (SS1) students' academic performance in Uyo Local Government Area of Akwa Ibom State.

This result is in agreement with Ubom (2008) who asserted that delegation of authority creates an avenue for students to be part of their academic work. This result is equally in

agreement with Denga (2001) which posted that delegation of authority gives students the feeling that they play active role in keeping the classroom safe and orderly. Since it's their responsibility to keep the classroom orderly, the rate at which disruptive behavior occurs will reduce, making classroom management effective to positively influence students' academic performance.

The result is also in line with the opinion of Adegoke (2004) who believes that students would appreciate the responsibility they are entrusted with through delegation of authority by their teachers to make the classroom conducive. Adegoke (2004) also opined that delegation of authority increases students' participation in school activities.

Based on the above discussion, it is inferred that senior secondary school one (SS1) students Uyo Local Government Area of Akwa Ibom State whose teachers delegate authority to exhibit less disruptive behavior and perform better academically.

Effective Classroom Management and Students' Academic Performance

The result of findings in Figure 10 revealed that effective classroom management significantly influences senior secondary one (SS1) students' academic performance in Uyo Local Government Area, Akwa Ibom State.

This result is in line with the views of Ndiyo (2011), which asserted that among the factors that influence students' academic performance, teachers' efficiency in classroom management stands out as the most important. The result is also in agreement with Baker (2000) who states that effective classroom management techniques supports and facilitates effective teaching and learning, in so doing enhancing students' academic performance.

The result is also in line with the opinion of Wang (2009), who opined that mastering effective classroom management techniques and applying them appropriately is a base competence for teachers who wish to significantly influence their student's academic performance.

Based on the above discussion, it is deduced that academic performance among senior secondary school one (SS1) students in Uyo Local Government Area, Akwa Ibom State is significantly influenced by teacher's classroom management.

11. Recommendations

The following recommendations are made based on the findings of this study.

- (i) Teachers should establish rules and regulations in the classroom against disruptive behavior.
- (ii) Teachers should always pay attention to their classroom management skills so that it affects students' academic performance positively.
- (iii) Teachers should give academic assistance to students during lesson delivery
- (iv) Teachers should be cautious while using punishment so that it does adversely affect students' academic performance.
- (v) Teachers should assign responsibilities to students to make them have full participation in the learning process.

- (vi) Principals should ensure that teachers acquire effective classroom management skills that will not create fear in the classroom and will not weaken students' academic performance.
- (vii) Educational conferences and seminars should be organized for teachers to learn and acquire new effective classroom management skills.

12. Conclusion

Based on the result of this study, it is concluded that Senior Secondary School One (SS1) students in the public secondary schools in Uyo Local Government Area differ significantly in terms of academic performance based on verbal instruction, corporal punishment, instructional supervision as well as delegation of authority.

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