

Influence of Teachers' Classroom Management Styles on Students' Achievement in Physics in Lagos State

¹ Ajayi, A. A.,

² Azowenunebi, L. O. &

³ Omoruysi, E. E.

^{1&2} Department of Physics Education,
School of Science Education
Federal College of Education (Tech.)
Akoka, Yaba Lagos

³ Department of Curriculum Studies
and Instructional Technology
Federal College of Education (Tech.)
Akoka, in Affiliation with University
of Benin,
Benin City Edo State

Article DOI:

10.48028/iiprds/esjprcd.v13.i1.18

Keywords:

Academic,
Classroom, Control,
Physics

Abstract

This study investigated how educators' classroom control influence learners' academic achievement in Physics. Four research questions and four hypotheses were used for the study, using a survey research design. The population consist all Senior Secondary II (SS2) Physics students in Lagos State during the 2019/2020 academic session. A sample of 200 learners was randomly chosen from four government secondary schools in Yaba Local Government Area. Data were gotten by the researchers' made questionnaire containing 25 items on a 4-point rating scale. The instrument's reliability coefficient was 0.84. Data analysis was done with SPSS version 20, mean and standard deviation provided answers to the research questions, and ANOVA was employed to test the hypotheses. Findings revealed that direct instruction, flogging, classroom supervision and assignment of responsibilities significantly influence students' achievement in Physics. Recommendation was made that teachers should apply these strategies carefully, given their impact on learners' achievement.

Corresponding Author:

Ajayi, A. A.

Background to the Study

A classroom is a designated space in schools where teaching and learning take place. Its organization and management strongly influence the quality of learning outcomes. Classroom management refers to structured strategies teachers use to maintain an effective learning environment (Aydin & Karabay, 2020). It plays a vital role in shaping students' academic achievement (Evertson & Emmer, 2017). These strategies help minimize disruptive behaviour and promote productive learning. Academic achievement refers to educational outcomes measured through students' performance in tests and coursework (Moore, 2019). It is shaped by factors such as self-efficacy, parental background, and instructional language. Assessment methods include examinations and continuous assessment tests (CATs). Accurate record-keeping helps identify strengths and weaknesses, improving the teaching and learning process. Teachers' qualifications, experience, instructional methods, and assessment practices influence effective classroom management, Oliver & Reschly's study (as cited by Speight & Welsh-Young, 2023). Strong behaviour control creates an environment that supports quality instruction. Engaging teaching methods reduce disruptive behaviour by involving students in meaningful learning (Emmer & Stough, 2007).

Poor classroom management can lead to low academic achievement (Denovan & Ross, 2002). Unqualified and inexperienced teachers often contribute to ineffective classroom management (Emmer & Stough, 2007). Despite the emphasis on science education in Nigeria, technological progress remains limited. To address this, schools promote science and technology to meet national manpower needs, with a 60:40 admission ratio in favour of science. Science and technology are essential to modern life, making their knowledge crucial for a fulfilling existence. Ozoro (2007) noted that the state of science and technology in Nigeria is a major concern due to inadequate skilled manpower. Effective teaching of Physics, Chemistry, and Biology requires practical, context-based learning to improve achievement (Salman, 2004). However, persistent low performance in Physics has been observed in senior secondary examinations. These includes West African Examinations Council and National Examinations Council administered examinations. The problem is attributed to multiple stakeholders, including students, teachers, exam bodies, curriculum planners, and government.

Teaching methods are strategies employed by teachers to create effective learning environments and to define the roles of both teachers and learners during the instructional process. They primarily involve the achievement of learning objectives through activity-based interactions and the exchange of information between the teacher and the learners. According to O'Bannon (2002), teaching approaches can be broadly classified into two categories: teacher-centered and learner-centered approaches. The teacher-centered approach is rooted in behaviourist theory. It views the teacher as the primary source of knowledge, while learners are regarded as passive recipients who receive information from the instructor. Examples of this approach include lecture, demonstration, and recitation methods, among others.

In contrast, the learner-centered approach is founded on constructivist principles. It emphasizes active learner participation, with the teacher serving as a facilitator, guide, and

mentor rather than the sole authority. This approach encourages learners to take responsibility for their own learning through methods such as problem-solving, discussion, hands-on activities, and experimentation. In a learner-centered classroom, students actively construct knowledge by engaging in meaningful tasks and collaborative inquiry. Classroom management is widely recognized by scholars as a crucial determinant of learners' academic achievement (George Sakirudeen, Sunday, 2017). This is because effective classroom management establishes the foundation for successful teaching and learning by creating an atmosphere that captures students' attention and promotes active engagement. A well-managed classroom fosters order, participation, and meaningful interaction, all of which are essential for academic success.

Conversely, a classroom characterized by disorder and poor organization is unlikely to support effective learning and may significantly hinder students' academic performance. As noted by Idopise (2004), little or no meaningful learning can occur in a chaotic learning environment. Similarly, Walter (2006) observed that classroom management practices vary among teachers depending on factors such as personality, teaching style, level of preparedness, and class size. Furthermore, Umoren (2010) emphasized that classroom management extends beyond mere control and discipline. It encompasses all the strategies and actions teachers employ to promote academic achievement, encourage cooperation, and create a conducive learning environment that supports effective classroom participation. Morse (2012) asserts that classroom management encompasses the reduction of disruptive behaviours such as fighting, excessive noise, and inattentiveness. It also involves the close supervision of learners, effective arrangement of the classroom and instructional materials, and providing appropriate support for students facing challenges such as visual impairment, poor reading and writing skills, spelling difficulties, inferiority complex, slow learning, hyperactivity, and poor study habits. Similarly, Nicholas (2007) maintained that classroom management should be viewed from a broad and holistic perspective, covering every aspect of the classroom, from lesson delivery to the overall learning environment. According to this view, effective classroom management includes organizing the classroom, establishing clear expectations, motivating learners to participate cooperatively in learning activities, and addressing the procedural requirements necessary for smooth classroom operation. This perspective contrasts with the narrower interpretation that limits classroom management solely to discipline and control.

Furthermore, Bassey (2012) noted that adopting a comprehensive approach to classroom management enhances learners' commitment to classroom activities, reduces disruptive and undesirable behaviours, promotes responsibility for academic tasks, and ultimately improves learners' academic achievement. Charlie (2006) emphasized that discipline and control, particularly when exercised through authoritative or punitive measures, represent only a limited aspect of classroom management. Classroom management extends far beyond mere discipline and control, encompassing a broader range of strategies aimed at fostering an effective learning environment.

According to Williams, as cited by George Sakirudeen and colleagues (2017), classroom management refers to the manner in which teachers organize and direct classroom activities, facilitate interactions, and ensure that teaching and learning proceed smoothly. Supporting this view, Wang et al. (2009) found, through extensive analyses of research spanning several decades, that classroom management is one of the most significant factors influencing learners' academic achievement, often surpassing even students' innate abilities or talents. Effective classroom management requires specialized skills, including planning, organization, teamwork, commitment, initiative, flexibility, creativity, and prompt decision-making (Abel, 2011). In contrast, poorly managed classrooms are often characterized by disruptive behaviours such as sleeping during lessons, lateness, excessive noise, improper note-taking, eating in class, name-calling, and verbal or physical aggression toward peers or teachers (Ekere, 2006). Such behaviours interfere with the teaching-learning process and negatively affect learners' academic performance. As noted by Effiong (2007), teachers can effectively minimize these disruptive behaviours through proper classroom management, thereby creating an environment conducive to learning. When disorderly conduct is reduced or eliminated, students become more attentive, actively engaged, and better positioned to achieve improved academic outcomes.

The use of verbal instruction is an important strategy for effective classroom management. According to Good, as cited by Hou, Ahmad, and Zhao (2024), clear and explicit instructions help learners understand expectations and provide them with a definite course of action. When students know precisely what is required, they are more likely to remain focused and engaged in classroom activities. Historically, corporal punishment was widely considered an effective means of controlling disruptive behaviour. However, its use has significantly declined in contemporary educational settings, although it may still be practiced in some schools. Another effective classroom management technique is instructional supervision. Obot (2010) explained that instructional supervision involves the teacher actively moving around the classroom, monitoring students' activities, engaging them in meaningful tasks, asking relevant questions, and employing both verbal and non-verbal cues to sustain learners' attention and participation.

In addition to these strategies, delegating authority to learners is also an effective means of maintaining classroom order. According to Nima (2004), this approach entails assigning specific responsibilities to students, such as cleaning the board, serving as timekeepers, monitoring noise levels, managing instructional materials, collecting assignments, writing on the board, and acting as class prefects or governors. When properly implemented, these classroom management strategies help create a conducive learning environment that promotes student comfort, active participation, and improved academic achievement.

Evidence from existing literature highlights the significance of classroom management, making it a major focus of educational research. These studies can generally be grouped into several categories. The first category examines classroom management models; for example, Putra and Murni (2025) proposed practical approaches that teachers can employ to effectively manage classroom activities.

The second category emphasizes proactive classroom management strategies. Studies such as those by Carolyn Evertson and Edmund Emmer (2017) identified specific techniques teachers can use to prevent disruptions, maintain order, and facilitate the achievement of instructional objectives. Another important category focuses on student behaviour management. Research conducted by George Sugai, Rob Horner, and Anderson (2010), as well as Bradshaw, Atkinson, and Doody (2017), demonstrates the effectiveness of classroom management in shaping learners' behaviour and promoting positive classroom conduct. Although numerous studies have established that classroom management significantly influences students' academic performance and overall educational outcomes, there is still limited research specifically examining the extent of its impact on students' achievement in Physics Education at the secondary school level in Lagos. This gap in the literature provided the basis for investigating the influence of teachers' classroom management styles on students' academic achievement in Physics.

Statement of the Problem

Classroom ought to be managed in such a way as to make it: quiet, well organised with proper arrangement of chairs for the comfort of the learners, a place well ventilated and good for teaching and learning. An environment where teachers observe closely learners and respond to students with divers' challenges like poor sight, poor learning ability, poor writing and poor spelling, inferiority complex, hyperactivity and poor study habits (Evertson & Emmer, 2017). However, the reverse is the case in most Nigerian public secondary schools which is characterized by noise making, disorderliness with little or no attention given to the academic challenges that students face. Hence the academic achievement and learning that take place in such an environment is very minimal. Several scholars had examined different ways of handling classroom management. Yet the problem of poor classroom management persists. This has led to poor academic achievement in both internal and external examinations. Therefore, this research work aimed to determine the influence of teachers' classroom management styles on students' academic achievement in Physics.

Research Questions

The following research question was formulated to guide this study:

1. What degree would verbal instruction influence students' academic achievement in Physics?
2. What degree would the use of corporal punishment influence students' academic achievement in Physics?
3. What degree would instructional supervision influence students' academic achievement in physics?
4. What degree would delegation of authority influence students' academic achievement in physics?

Research Hypotheses

The following hypotheses were tested at 0.05 level of significant:

- Ho1.** There was no significant influence of verbal instruction on students' academic achievement in Physics

- Ho2.** There was no significant influence of corporal punishment on students' academic achievement in Physics.
- Ho3.** There was no significant influence of instructional supervision on students' academic achievement in physics.
- Ho4.** There was no significant influence of delegation of authority on students' academic achievement in physics.

Research Methodology

A descriptive survey research design was used to determine the influence of teachers' classroom management styles on students' academic achievement in Physics among Senior Secondary Two Students in Yaba Local Government Area, Lagos state, Nigeria. Simple random technique was used to select 200 students from four public Secondary Schools in Yaba Local Government Area, Lagos State. The researchers developed a questionnaire that was used to elicit responses from the subjects. The instrument had two sections. The questionnaire was validated by two experts. One from Physics department in School of Science Education and the other from Test Development both from Federal College of Education (Tech) Akoka, Yaba, Lagos. They made some corrections to the draft copy, removed and added some items. Their modifications and comments were used to improve the quality of the content of the instrument. Section A collected respondents' demographic data, while section B had 25 items which measured the relationship between classroom management styles and students' academic achievement in Physics in senior secondary schools. The instrument had a 4–point rating scale: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

Presentation of Results

Research Question 1:

What degree would verbal instruction influence students' academic performance in physics?

Table 1: Descriptive Statistics on the Verbal Instruction and Students' Academic Achievement in Physics

	N	Minimum	Maximum	Mean	Std. Deviation	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Verbal Instruction and Students' Performance	200	5.00	20.00	18.5000	.51862	2.67752
Valid N (listwise)	200					

Table 1 showed that the projected mean was $(5+20)/2=12.50$ and the computed mean was 18.50. The computed mean is higher than the projected mean. This indicated that the degree to which verbal instruction influenced students' academic achievement in Physics is high.

Research Question 2: To what degree would corporal punishment influence students' academic achievement in physics?

Table 2: Descriptive Statistics on the Corporal Punishment Students' Academic Achievement in Physics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Corporal Punishment and Students' Performance in Physics	200	5.00	20.00	15.200	.51138	2.14077
Valid N (listwise)	200					

Table 2 showed that the projected mean was $(5+20)/2 = 12.50$ and the computed mean was 15.20. The computed mean was higher than the estimated mean. This implies that the extent at which corporal punishment influenced students' academic performance in Physics is high.

Research Question 3: To what extent would instructional supervision influence students' academic performance in physics?

Table 3: Descriptive Statistics on Instructional Supervision and Students' Academic Achievement in Physics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Instructional Supervision and Students' Performance in Physics	200	5.00	20.00	15.261	.43621	1.4357
Valid N (listwise)	200					

Table 3 showed that the projected mean was $(5+20)/2 = 12.50$ and the computed mean was 15.261. The computed mean was higher than the projected mean. This implied that the degree to which instructional supervision influenced students' academic performance in physics was high.

Research Question 4: What degree would delegations of authority influence learners' academic achievement in physics?

Table 4: Descriptive Statistics on Delegations of Authority and Students' Academic Achievement in Physics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Delegate of Authority and Students' Performance in Physics	200	5.00	20.00	14.312	.43521	2.4321
Valid N (listwise)	200					

Table 4 showed that the projected mean was $(5+20)/2 = 25.00$ and the computed mean was 14.312. The computed mean was higher than the projected mean. This indicated that the degree to which delegations of authority influenced learners' academic achievement in physics was high.

Testing of Hypotheses

The following hypotheses were tested at 0.05 level of significant.

Ho1: There was no significant influence of verbal instruction on students' academic achievement in physics.

Table 5: ANOVA on Verbal Instruction and Academic Achievement Physics

PERFORMANCE					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	53.651	6	8.942	9.319	.000
Within Groups	281.136	193	.960		
Total	334.787	199			

Table 5 showed that the F-value was 9.319 which was significant at $P < 0.05$ level of significance. This indicated that there was significant influence of verbal instruction on students' academic achievement in physics. Therefore, there is a failure to accept hypothesis Ho1

Ho2: There was no significant influence of corporal punishment on students' academic achievement in physics.

Table 6: ANOVA on Corporal Punishment and Students' Academic Achievement in Physics

PERFORMANCE					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	109.120	7	15.589	20.171	.000
Within Groups	225.666	192	.773		
Total	334.787	199			

Table 6 showed that the F-value was 20.171 which was significant at $P < 0.05$ level of significance. This indicated that there was significant influence of corporal punishment on students' academic achievement in physics. Therefore, there is a failure to accept hypothesis Ho2.

Ho3: There was no significant influence of instructional supervision on students' academic achievement in physics.

Table 7: ANOVA on Instructional Supervision and Students' Academic Achievement in Physics

PERFORMANCE					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	107.536	5	15.356	23.121	.000
Within Groups	53.001	194	.726		
Total	160.537	199			

Table 7 showed that the F-value was 23.121 which was significant at $P < 0.05$ level of significance. This indicated that there was significant influence of instructional supervision on students' academic performance in physics. Therefore, there is a failure to accept hypothesis Ho3.

Ho4: There was no significant influence of delegation of authority on students' academic achievement in physics.

Table 8: ANOVA on Delegation of Authority and Students' Academic Achievement in Physics

PERFORMANCE					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	106.456	5	15.356	27.453	.000
Within Groups	111.020	194	.726		
Total	217.476	199			

Table 8 showed that the F-value was 27.453 which was significant at $P < 0.05$ level of significance. This indicated that there was significant influence of delegation authority on students' academic achievement in physics. Therefore, there is a failure to accept hypothesis Ho4.

Discussion of the Finding

The findings indicated that verbal instruction significantly enhances students' academic achievement in Physics. This result aligns with the findings of Obinaju (2006), who observed that many students exhibit inappropriate behaviour and perform below expectations when teachers fail to clearly communicate and explain classroom rules and expectations. Similarly,

Okon (2009) noted that clear verbal instructions help students understand what is expected of them, thereby promoting appropriate classroom behaviour. In the same vein, Ndiana (2009) asserted that when teachers provide explicit directions for classroom activities, it fosters orderliness, which in turn contributes to improved academic performance.

Furthermore, the study revealed that corporal punishment significantly influences students' academic achievement. This finding is consistent with the views of Etim (2005), who maintained that corporal punishment can discourage students from repeating disruptive behaviours. It also supports the position of ToIme (2005), who argued that some learners tend to respond more readily to corporal punishment. Likewise, Udeme (2006) emphasized that the effective application of disciplinary measures contributes to a conducive learning environment. This finding also corroborates the assertion of Ukpung (2007) that appropriate disciplinary strategies can help create a classroom atmosphere that positively impacts students' academic achievement.

In addition, the results showed that instructional supervision has a significant effect on students' academic achievement in Physics. This finding agrees with the views of Essien (2009), who stated that instructional supervision fosters an interactive learning environment, enabling teachers to identify students' strengths, weaknesses, talents, and academic needs. Such insights allow teachers to provide the necessary support that enhances students' academic outcomes. The result is also consistent with the findings of Babalola and Ayeni (2009), who posited that students are more likely to develop a strong interest in academic activities when teachers demonstrate genuine concern for their academic progress and provide consistent instructional guidance. Furthermore, the findings of this study revealed that delegation of authority has a significant influence on students' academic achievement. This result is consistent with the views of Ubom (2009), who noted that delegating authority to students fosters an environment that encourages active participation in academic activities. Similarly, Adegoke (2004) maintained that students tend to value and perform their assigned responsibilities more effectively when teachers entrust them with specific duties and responsibilities.

Conclusion

This study examined the influence of teachers' classroom management styles on students' academic achievement in Physics in Lagos State. The findings revealed that verbal instruction has a significant positive effect on students' achievement in Physics. In addition, instructional supervision was found to significantly enhance students' academic performance in the subject. Overall, the results demonstrated that classroom management is a critical determinant of students' academic success. Therefore, the adoption of effective classroom management strategies can substantially improve students' performance in Physics.

Recommendations

Based on the findings of this study, the following recommendations are proposed:

1. Physics teachers should formulate and enforce clear classroom rules and regulations

- to provide direction during lessons and effectively manage inappropriate behaviour.
2. Physics teachers should offer sufficient academic support and guidance to students throughout the teaching and learning process to enhance understanding and improve academic performance.
 3. Physics teachers should develop and strengthen their classroom management competencies through continuous professional development and training programmes

Suggestion for Future Studies

In view of the scope and limitations of this study, the following recommendation is proposed for further research: subsequent studies should replicate this investigation in other geopolitical zones of Nigeria to ascertain whether comparable findings would emerge across varying educational and cultural settings.

References

- Abel, E. O. (2011). *Teachers' Characteristics and their attitudes towards classroom management*, Calabar: Nigerian Rapid Educational Publishers, Nigeria.
- Adegoke, C. J. (2004). *Leadership Style in the secondary school*, Owerri: Hilcop Publishing Press, Nigeria.
- Aydin, D. G., & Karabay, Ş. O. (2020). Improvement of classroom management skills of teachers leads to creating positive classroom climate, *International Journal of Educational Research Review*, 5(1), 10–25. <https://doi.org/10.24331/ijere.646832>
- Bassey, B. A. (2012). *A wider view of classroom management*, Uyo: Ekong Publishing House, Nigeria.
- Babalola, J. B. & Ayeni, A. (2009). *How to Make Students Develop Interest in your lesson*, Unpublished B.Sc. Ed. Seminar in Education, University of Uyo, Uyo.
- Bradshaw, C., Atkinson, S., & Doody, O. (2017). Employing a qualitative description approach in health care research, *Global Qualitative Nursing Research*, 4, 2333393617742282. <https://doi.org/10.1177/2333393617742282>
- Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010). Examining the effects of schoolwide positive behavioral interventions and supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools, *Journal of Positive Behavior Interventions*, 12(3), 133–148. <https://doi.org/10.1177/1098300709334798>
- Charlie, M. U. (2006). *Discipline and Management in the Classroom: Theory and practice*, Kaduna: Joyce Graphic Printer and Publishers Company, Nigeria..

- Denovan & Ross. (2002). *Looking in classrooms*, New York: Pearson Education, Inc.
- Effiong, U. A. (2007). *Dealing with disruptive behaviours in the classroom*. Calabar: Hilcop Printing Press, Nigeria
- Ekere, O. S. (2006). *Concept of Disruptive Beh*
- Essien, B. Etim, U. E. (2005). *The use of corporal punishment on students in secondary school*, Uyo: Happy Printing Press, Nigeria.
- Emmer, E. T., & Stough, L. M. (2007). Classroom management: A critical part of educational psychology, with implications for teacher education, *Educational Psychologist*, 36(2), 103-112
- Essien, B. D. (2009). *Engaging students in classroom activities*, Calabar: Eyong Publishers, Nigeria.
- Everston, C. M., & Emmer, E. T. (2017). *Classroom management for elementary teachers*. Pearson.
- George. I. N, Sakirudeen. A. O. & Sunday, A, H. (2017), Effective classroom management and students' Academic Performance in Secondary Schools. *Research in Pedagogy*, 7,(1)
- Gibbes, J. B. (2004). *Attitudes and beliefs regarding classroom management between Traditionally certified and alternatively certified high school teachers*, Unpublished Doctoral Dissertation. The University of Southern Mississippi. Hattiesburg.
- Hawk and Swanson (1985). *Teacher for the real World*, USA: Washington.
- Horner, R. H., Sugai, G., & Anderson, C. M. (2010). Examining the evidence base for school-wide positive behavior support, *Focus on Exceptional Children*, 42(8), 1–14. <https://doi.org/10.17161/foec.v42i8.6906>
- Hou, M., Ahmad, J., & Zhao, Y. (2024). The effects of classroom disruptive behavioral management strategies for middle school student talking out of turn. *International Journal of Academic Research in Progressive Education and Development*, 5 (2), 2226-2238.
- Idopise, O. O. (2004). *Classroom management for teachers*, Uyo: MEF Publishing Limited, Nigeria
- Marzona, R. E. (2008). *Teachers' effectiveness in the classroom*, Ilorin: Gashen Print, Nigeria.

- Moore, P. J. (2019). Academic achievement, *Educational Psychology*, 39(8), 981–983. <https://doi.org/10.1080/01443410.2019.1643971>
- Morse, A. (2012). Effects of classroom learning environment of secondary school students' attitude towards schooling, *Journal of Research in Education* 5 (4).
- Ndiana, T. O. (2009). *Giving rules in the classroom*, Uyo: Ikpe Publishers, Nigeria.
- Nicholas, A. A. (2007). *Classroom climate and students' behaviour*, Kaduna: Bill Graphics and Press, Nigeria.
- Nima, I. O. (2004). *Delegation skill in the classroom*, London: Regium. *Effectiveness*, Asaba: Muko Publishers, Nigeria.
- O'Bannon, B. (2002). Planning for instruction. innovation technology center. T University of Tennessee. <http://edtech2.Tennessee.edu/projects/bobannon/> Accessed on August 1, 2016.
- Obinaju, D. S. (2006). Curbing deviant behaviour in the classrooms through clear verbal instructions, *Journal of curriculum Organization of Nigeria*, 2(2): 142 – 154.
- Obot, T. U. (2010). *Gaining Students' Attention in the Classroom and Students' Academic Performance in Ibesikpo Asutan Local Government Area. (B. Ed.)*, Unpublished Project, Faculty of Education University of Uyo, Uyo.
- Okon, U. E. (2009). *Teachers' Ability to Direct the Students in the Classroom*, Calabar: DimDim Publishers, Nigeria.
- Oliver, R. & Reschly, D. (2007). *Effective classroom management: Teacher preparation and Professional development*, Washington: Vanderbilt University press.
- Obot, T. U. (2010). *Gaining student's attention in the Classroom and Students' Academic Performance in Ibesikpo in Ibesikpo Asutan Local Government Area. (B. Ed.)*. Unpublished project, faculty of education, University of Uyo, Uyo.
- Putra, E., & Murni, Y. (2025). Classroom management: Boosting students' success – Metal _ Anaysisi review, *Journal of Educational Leadership and Management*, 12 (1), 120-134.
- Speight, R., Welsh-Young, N. (2023). Improving secondary student classroom behaviour with an interdependent group contingency, *Journal of Teacher Education* 5 (2) 15-30
- Ubom, U. O, (2008). *Making students responsible for their own their learning*, Uyo; Ben publisher. Nigeria.

Ukpong, A. E. (2007). *Curbing disruptive behaviour among secondary schools*, Uyo Nsi Publishers, Nigeria.

Walter, P. (2006). *The teacher and the classroom*, Lagos: Mamcli Publications, Nigeria.

Wang et al (2009). *Classroom management: The key to academic performance*, Jos: Competent Publishing Company, Nigeria.