

Influence of Teachers' Classroom Management Techniques on Students' Achievement in Public Secondary Schools in Port Harcourt Metropolis, Rivers State, Nigeria.

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Abstract

The study examined perceived influence of teachers' classroom management techniques on students' achievement in public secondary schools in Port Harcourt metropolis, Rivers State, Nigeria. Thus, three research questions guided the study. The study adopted descriptive survey design with a population of (1,954) teachers, and (25,025) students from (35) public senior secondary schools in Port Harcourt metropolis, Rivers State, Nigeria. Proportionate sampling technique was used to select 15 senior secondary schools in Port Harcourt metropolis. A sample size of 228 teachers and 777 students was drawn using simple random technique. Instrument used for data collection was titled, Teachers' Classroom Management Techniques and Students' Performance Questionnaire (CMTSPQ). The instrument was subjected to face and content validity. Reliability of the instrument was established using Pearson Product Moment Correlation Coefficient which gave $r = 0.89$. The research questions were answered using mean with Standard Deviation. The hypotheses were tested using z-test statistic at 0.05 level of significance. The finding revealed those teachers' classroom management techniques enhances improvement in academic achievement, discipline and active participation in learning activities by the students as well as providing for cordial relationship between the teachers and the students. From the findings, it was recommended that the school administrators should establish a reward system to encourage students as well as establishing rules and regulations that will check mate disruptive behavior.

Keywords: Classroom, Management Techniques, Students' Achievement and Teachers

INTRODUCTION

In the teaching-learning process, the teacher is considered to be the most influential personality. The teacher is responsible for the instructional design and hence constantly challenged to make the best choices amidst subject varying influences that compete for attention. Thus, a considerable part of the teacher's life is spent in influencing thoughts, feeling and behavior of students through adequate management of the classroom activities. In this study, classroom management refers to the wide variety of skills and techniques that teachers

use to keep students organized, orderly, focused, and attentive on task of teaching and learning. Teachers often try to keep their classroom free from disruption by directing the students on what to do and correct the learners' behavior in such a passionate way that encourages, motivates and retains positive behavior. When classroom management strategies are executed effectively, teachers minimize the behaviors that impede learning for both individual students and group of students while maximizing the behaviors that facilitate or enhance learning. It is on this note that classroom management according to Ezeocha (1990) is conceived as a process of directing one individual or group of people towards achieving goals and objectives.

All the practices and procedures that a teacher applies to have a good classroom environment in which instruction and learning can take place is related to classroom management. Sound behavior management establishes an environment that makes good instruction possible, at the same time effective instructional method reduces behavioral problems through engaging students in meaningful academic tasks (Emmer & Stough, 2007). This is vital because students need discipline, love and affection, freedom and opportunities to confront practical and related academic issues. Students need a teacher who is a friend and who can discuss academic matter without undermining their level of understanding, share jokes as well as inducing their aspiration to greater esteem (Koko, 2001). Therefore, it can be rightly argued that the teacher is the biggest influence on how well students behave in a classroom. This means that it is not the quality of the students, the involvement of the parents or the administration that makes the most impact but the teachers' attitude, experience and qualification. This is premised on the fact that some students tend to live up to the teacher's expectations. In this instance when the teacher expects great things from them, they would surely rise to the challenge.

Statement of the Problem

The frightening extent of poor students' performance in senior secondary schools has attracted serious concern among stakeholders in the educational sector including parents of students. A Study by Koko (2001) revealed that one of the factors that contributed to this menace is students' insubordination to teachers' classroom management techniques. This has contributed to teachers' non-challant in the enforcement of these techniques which has resulted into students' poor academic performance. It is factual to say that effective classroom management is a necessary condition for having a conducive learning environment that will result into the achievement of academic goal because students know what to do, what is expected of them and how to succeed. Failure to apply classroom management technique effectively will result into poor classroom performance.

In recent times many scholars have been left in panic because the classrooms are filled with students who are disposed to several forms of indiscipline like noise-making, disobedience, fighting, truancy and violence of all sorts despite classroom management techniques put in place, which in turn affect the performance of students. However, some classroom management techniques are still introduced by teachers for a conducive teaching/learning environment like rote discipline, monitoring technique, reinforcement, good teacher-student relationship, preventive technique to mention but a few. Most research has shown that using management techniques in the classroom are effective both for managing behavior and promoting academic achievement. This therefore becomes the hall mark of this study.

Purpose of the Study

The purpose of this study is to examine influence of teachers' classroom management techniques on students' achievement in Port Harcourt metropolis, Rivers State, Nigeria. Specifically, the objectives of the study were to:

1. Ascertain the extent to which rote discipline influence school students' achievement in Port Harcourt metropolis, Rivers State.
2. Find out the extent to which monitoring technique influence school students' achievement in Port Harcourt metropolis, Rivers State.
3. Determine the extent to which reinforcement influence school students' achievement in Port Harcourt metropolis, Rivers State, Nigeria.

Research Question

The following research questions guided the study

1. To what extent does school discipline influence school students' achievement in Port Harcourt metropolis, Rivers State, Nigeria?
2. To what extent does monitoring technique influence school students' achievement in Port Harcourt metropolis, Rivers State, Nigeria?
3. To what extent does reinforcement influence school students' achievement in Port Harcourt metropolis, Rivers State, Nigeria?

Hypotheses

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

Ho₁: There is no significant difference in the mean rating of respondents on the extent to which rote discipline influence schools' students' achievement in Port Harcourt metropolis, Rivers State, Nigeria.

Ho₂: There is no significant difference in the mean rating of respondents on the extent to which monitoring technique influence schools' students' achievement in Port Harcourt metropolis, Rivers State, Nigeria.

Ho₃: There is no significant difference between the mean rating of respondents on the extent to which reinforcement technique influence school students' achievement in Port Harcourt metropolis, Rivers State, Nigeria.

LITERATURE REVIEW

Concept of Classroom Management

The classroom is the meeting point for both teachers and students where curricular activities are implemented. It is in this note Nojoroge and Nyabulo (2014) described the classroom as a studio with all necessary instructional materials for effective teaching and learning. In other words, this circumstance entails planning, supervising, controlling and coordinating essential activities visible in the teaching-learning process. Formal organizations like secondary schools are aimed at effective and efficient management of the human and material resources available for the attainment of organizational goal. The classroom teacher is charged with lots of functions to perform in the teaching and learning process. One of the most challenging functions of the classroom teacher is classroom management. The major role of a teacher in the classroom environment is to ensure that students learn something worthwhile such as facts, skills, values, concepts or some other outcome thought to be desirable (Nwokocha, Akpomi & Nnadi, 2008). The teacher's effectiveness in teaching is assessed by his ability to use varied classroom management techniques to control students towards effective and meaningful learning during instruction.

Effective Classroom Management Technique and Students' Achievement

Classroom management techniques are of vital importance for a teacher to tackle the chaos and indiscipline in the classroom. Learning cannot take place in a noisy and disorderly class therefore the skills for classroom management is central to teaching. Every teacher is charged with the responsibility of seeing that the classroom atmosphere is favorable to teaching (Amesi & Akpomi, 2016). Teachers are important factors in the classroom situation because they occupy valuable position in the life of the students and encourage academic success (Little, Akin-Little and Newman (2010). Through effective classroom management, stressful academic experiences are eliminated by encouraging the students on the best way to improve better cognitive skills such as visual recognition, perception of details, comparing learning experiences and visual discrimination. Effective classroom management fosters curiosity, eagerness and thus motivating them into activities like scanning, selecting, focusing and

responding to stimuli of interest. Teachers help to sustain the urge to continue by searching for relevant information until mastery is achieved.

The students become aware of their ability by proper classroom management as well as the teacher identifying the students' ability. It may include: an awareness of the abilities and skills that are necessary for the academic work achievement. The students develop an understanding of the general academic principle that helps to acquire specialized knowledge through effective study habits. Thus, teachers' consideration when planning a unit of instruction is how to ensure that the students spend enough time within their lesson period to successfully complete the assigned tasks (Koko, 2001). After all, the entire ultimate test for determining a teacher's skill is how well students master the lesson's objectives.

Strategies that Influence Effective Classroom Management During Learning

Classroom management is intended to provide students with more opportunities to learn all the things that a teacher does to organize students, space, time and materials so that students' learning can take place. Students carry out learning activities within their maximum potential which allows them to develop appropriate behavior patterns. Teachers try to deal with unexpected events and have the ability to control student behavior, using effective classroom management strategies. Effective classroom management and positive classroom climate construction are essential goals for all teachers. Classroom climate is either the social climate, emotional and physical aspect of the classroom. The classroom climate influences students' growth and behavior. A positive classroom environment/climate feels safe, respectful, welcoming and supportive of students learning. For a good classroom climate, it is important to promote positive relationship. Koko (2001) identifies techniques for effective classroom management by ways of letting the students knowing the objectives of the subject, determine entry behavior by eliciting contributions from students on already learned subject or topic, adopting attention getting devices, varying activities to maintain attention level, involve students in the teaching/learning process, evaluate regularly, provide feedback, commend hard work and encourage better performance, make the classroom tension-free and be democratic.

It is important that teachers have an in-depth understanding of the subjects they teach. But the knowledge of subject matter alone is not sufficient to ensure that teachers will be effective and that students will be successful in their learning. To be effective, teachers must also understand their students' interests and styles of learning. The feelings of teachers are also very important because it affects the classroom climate. A positive attitude is a prerequisite for all management strategies. For (Onwuegbu, 2009) three major strategies are responsible for effective classroom

management. This includes: knowledge of the learner, knowing of the subject matter and knowledge of methods of instruction.

Effective classroom management is concerned with discipline, students' motivation, handling students' social and emotional problems and violence. Good teaching need not only motivate the students to learn but the teacher should teach them how to learn, and do so in a manner that is relevant, meaningful and memorable. It's about caring for your craft, having a passion for it and conveying that passion to everyone, most importantly to your students (Leblane, 2008). To be successful, teachers must be able to establish appropriate student behavior in their classrooms in order to maximize the time that they and their students spend on learning. For a productive learning environment, it is important to generate good will, respect and cooperation. When these conditions have been established, students will be motivated.

Effective teachers convey their enthusiasm with sincere statements of the value they place on a topic or activity. Teachers can begin to establish a positive learning environment by showing their passion for the subject matter, using student names, reinforcing student participation during class, and being active in moving among the students. In addition, Ezeocha (1990) also identifies the strategies for effective classroom management as to maintaining a regular system whereby an objective is achieved to identify a common problem that need a solution and simplifying methods of teaching/learning. To achieve these fundamental objectives through instructional purpose, the teacher needs to develop empathy, age, ability and aptitude of the learners must be considered.

School Discipline and Students' Achievement

Classroom management entails the activities to organize and direct classes to achieve specific goal. Teachers of all types often try to keep their classrooms free from disruption using diverse strategies. School discipline is the actions taken by a teacher or the school organization towards a student or group of students when the student's behavior disrupts the ongoing educational activity or breaks a rule created by the teacher or the school system. School discipline is defined as school policies and actions taken by schools' personnel with students to prevent or intervene with unwanted behavior.

Discipline guides behavior or set limits to all manners of behaviors of the students. School systems set rules, and if students break these rules they are subject to discipline. These rules may for example define the expected standards. The term discipline is applied to the punishment that is the consequence of breaking the rules. The aim of discipline is to set limits restricting certain behaviors or attitudes that are seen as harmful or against school policies,

educational norms, school traditions. According to Exertson and Weinstein (2006) discipline is a system of sanctions that address the breakdown of code of conduct.

Common experiences revealed that discipline is a fundamental component of human behavior and assert that without it an organization cannot function well towards the achievement of its goals. Therefore, a disciplined student is that student whose behavior, actions and inactions conform to the predetermined rules and regulations of the school. Discipline ideally means more than adhering to rules and regulations and entails the learners' ability to discern what is right or wrong. In the school system, discipline is widely acknowledged to be essential for creating a positive school climate conducive to sound academic achievement. It is a basic requirement for successful teaching and learning in schools and a subject of concern for teachers.

Monitoring Technique and Students' Academic Achievement

Classroom management has been highlighted as a major variable that affects students' academic achievement. Effective classroom management sets the stage for teaching and learning. In today's education, climate school success is defined as ensuring achievement for every student. It sets a tone in the classroom that captures students' attention as a necessity for effective teaching and learning. It's obvious that a classroom which is chaotic and disorganized as a result of poor classroom management is highly unlikely to enhance expansive learning and students' academic achievement and might inhibit it. The American Heritage Dictionary defines monitoring as keeping watch over; supervising, to scrutinize or check systematically with a view to collecting certain specified categories of data. Monitoring can also be defined as activities pursued by teachers to keep track of students' learning for purposes of making instructional decisions and providing feedback to students on their progress (Cotton, 2012).

Classroom management techniques are aimed at producing conducive learning environment where students can learn with ease and perform better academically. These techniques can be adopted in the classroom; 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. Research has established a link between integrating monitoring methods into periodic classroom reviews and the later achievement of student. Daily, weekly and monthly reviews can all enhance the learning of new materials and if they incorporate questioning can call attention to areas where re-teaching is needed. Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive and on task

and academically productive during a class. Classroom management differs from one teacher to another because of the teacher's personality, teaching style, preparedness and number of students in the classroom. Effective teachers keep a close eye on students' progress and use several strategies for adjusting instructional activities when needed.

Ezeocha (2009) mentioned that the concept of classroom management is broader than the notion of student control and discipline. It includes all the things teachers must do in the classroom to foster students' academic involvement and cooperation in classroom activities to create conducive learning environment. Classroom management involves curtailing learner's disruptive behaviors such as fighting and noise-making, class observation, arrangement of classroom learning materials and response to students' who suffer from poor sight, poor hearing, poor reading, poor writing, poor spelling, shame, dullness, hyperactivity and poor study habit (Morse, 2012).

Reinforcement and Learning

Classroom management is an area that affects all teachers. Helping students to govern their own behavior in ways that help them learn is a longstanding goal of all teachers. Research clearly shows that students learn best in engaging environment that are orderly. To this effect teachers introduce different types of reinforcement with the aim of getting the best from students in the teaching and learning environment. Reinforcement is the presentation or removal of something immediately following a response/skill which increases the likelihood that the response/skill will occur again (Alberto and Troutman, 2002). However, all children are different; they respond to reinforcers in different ways. The individual differences in these areas cause differences in the learning process thus each person has distinct learning attributes.

Reward and punishment are referred to as reinforcement strategies and are regarded as a complete important means through which a teacher can maintain his/her class discipline. Reinforcement strategies in classroom teaching are important factors that influence school learning (Marzano and Pickering, 2007). Many educationist and psychologist have expressed different views about the effective use of reward and punishment in secondary schools. The use of reward systems is very common in school. Teachers frequently use systems of rewards in order to promote appropriate behavior and to increase academic output. Skinner identifies two types of reinforcement: positive and negative. According to Skinner, positive reinforcement occurs when the consequences of behavior are immediately observed and a chance of repeating the behavior increases. In fact, in order to reinforce a child's behavior and increase the odds of repeating that behavior, one should create a reward so that the behavior becomes associated with a desirable outcome.

Negative reinforcement is a process whereby a behavior eliminates the negative punishment and thus the likelihood of the behavior increases. Negative reinforcement involves a stimulus whose elimination results in enhancing the behavior which causes the elimination. For example, in order to prevent a child from exhibiting a negative behavior one needs to stop the bad consequences that are associated with the behavior once the behavior stops (Sey, 2011).

Principles of rewards are enumerated thus:

- 1) Choosing the Right Reinforcing Agents: Different agents have different results for various individual. Even the same agent yields differing results on the same person under various conditions.
- 2) Reward Immediately after the behavior to have the best result: The best mistake any teacher can make is to delay the reward for an appropriate behavior. A reward will be most effective if it immediately follows the behavior so that the desirable behavior is validated.
- 3) Extent of Reinforcement: The extent to which the subject is deprived of the reward is an important factor for instance a teacher who always encourages students with or without reason for all their behavior. The reward offered by this teacher becomes much less effective.
- 4) Novelty of Situation and Reinforcing Agent: Studies indicate that people prefer being involved in novel situations rather than doing repetitive tasks.
- 5) Constructiveness: A child must be rewarded in a way that is constructive and precludes pride, self-appreciation and self-centeredness. Reward must make the child a better person and guide that person towards goals. It must also lead to increased effort and overall create a better human being.

Review of Empirical Studies

Yakubu (2016) cited in Little et al (2010) conducted a study on the “effects of field-based teaching strategy on interest, retention and performance in climate change among secondary school students in Anchau Kaduna, Nigeria. The study adopted the quasi experimental non-equivalent pretest, post-test control group design. The population of the study consisted of 1,655 SS II Geography students (1,010 males and 645 females). The sample for the study consisted of 75 students who were randomly assigned into experimental and control groups 35 students in the experimental group were taught using field-based teaching strategy and 40 students in the control group were taught with lecture method for six weeks. Two instruments namely climate change performance test (CCPT) and climate change interest questionnaire (CCIQ) were developed and used for data collection. The reliability coefficient of CCPT is 0.64 and that of CCIQ is 0.70. Findings of the study showed a significant difference in interest,

retention and performance between students taught climate change using field-based teaching strategy and those taught using lecture method in favor of those taught using field-based teaching strategy.

Johnson (2003) conducted a research on influence of classroom management on students' academic achievement in science and mathematics in Oju Local Government Area of Benue State. Two research questions and two null hypotheses guided the study. The descriptive survey Design was adopted for the study. A structured four-point scale questionnaire titled influence of classroom management on students' academic achievement in science and mathematics was constructed by the Researchers and used to collect data for the study. Data obtained were analyzed using descriptive and inferential statistics. Mean and standard deviation were used to answer the Research Questions while chi-square (X^2) was used to test the Null Hypotheses at 0.05 level of significance. The findings of the study revealed that classroom discipline and motivation significantly influence students' academic achievement in science and mathematics. Based on the findings, it was recommended that teachers should always maintain discipline in their classroom; Teachers should endeavor to introduce innovative ideas to motivate learning so that students' behavior and academic achievement can be positively influenced.

METHODOLOGY

The study adopted descriptive survey design. with a population of (1,954) teachers, and (25,025) students from (35) public senior secondary schools in Port Harcourt metropolis, Rivers State, Nigeria. Proportionate sampling technique was used to select 15 senior secondary schools in Port Harcourt metropolis. A sample size of 228 teachers and 777 students was drawn using simple random technique. Instrument used for data collection was titled, Teachers' Classroom Management Techniques and Students' Achievement Questionnaire (CMTSAQ). The instrument was subjected to face and content validity. Reliability of the instrument was established using Pearson Product Moment Correlation Coefficient which gave $r = 0.89$. The research questions were answered using mean with Standard Deviation. The hypotheses were tested using z-test statistic at 0.05 level of significance. A total of (1,005) copy of the questionnaires was administered and retrieved. Data collected from the respondents were statistically analyzed using mean with standard deviation. Any value below the criterion mean score of 2.50 will be rejected. Z-test was used to test the hypotheses.

RESULTS AND DISCUSSION OF FINDINGS

The results of the study were presented as follows.

Research Question 1: To what extent does school discipline influence school students' achievement in Port Harcourt metropolis, Rivers State, Nigeria?

Table 1: Mean Ratings of Respondents on Extent to Which Rote Discipline Influence School Students' Achievement

S/N	Items	Teachers (N = 228)			Students (N = 777)		
		\bar{X}	SD	Remark	\bar{X}	SD	Remark
1	Insisting on adherence to classroom rules.	3.31	0.81	High Extent	3.30	0.81	High Extent
2	Ensuring that conflict is reduced amongst students.	2.99	0.89	High Extent	3.00	0.89	High Extent
3	Corrects misbehavior in class.	3.09	0.96	High Extent	3.06	0.95	High Extent
4	Using nonverbal signs and signals to stop misbehavior e.g "shh" sound or eye contact	3.17	0.91	High Extent	3.11	0.95	High Extent
5	Demanding that students must comply with classroom rules in the face of defiant behavior.	3.09	0.79	High Extent	3.01	0.84	High Extent
Grand Mean		3.13	0.87	High Extent	3.10	0.88	High Extent

Data in Table 1 indicated that the grand mean of 3.13 and 3.1 above criterion mean of 2.50. It is evident that the respondents subscribed to the fact that adherence to classroom rules, correcting misbehavior in class, using of nonverbal signs and signals to stop misbehavior e.g "shh" sound or eye contact and demands that students comply with classroom rules in the face of defiant behavior are the extent to which rote discipline influence school students' achievement.

Research Question 2: To what extent does monitoring technique influence school students' achievement in Port Harcourt metropolis, Rivers State, Nigeria?

Table 2: Mean Ratings of Respondents on Extent to Which Monitoring Technique Influence School Students' Achievement

S/N	Items	Teachers (N = 228)			Students (N = 777)		
		\bar{X}	SD	Remark	\bar{X}	SD	Remark
6	Use self-assessment forms for student to evaluate their behavior.	3.23	0.79	High Extent	3.15	0.86	High Extent
7	Give test and homework at the end of the class.	3.08	0.78	High Extent	3.02	0.83	High Extent
8	Mark continuous assessment regularly.	3.03	0.93	High Extent	2.95	0.98	High Extent
9	Check homework or exercise books to ensure compliance to assignments.	2.94	0.93	High Extent	2.90	0.95	High Extent
10	Cooperate with parents to report inappropriate or good behavior.	2.94	0.86	High Extent	2.91	0.86	High Extent

Grand Mean	3.04	0.86	High Extent	2.98	0.89	High Extent
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Data in Table 2 indicated grand mean of 3.04 and 2.98 above criterion mean of 2.50. It is evident that the respondents affirmed that use of self-assessment forms for student to evaluate their behavior, giving test and homework at the end of the class, marking continuous assessment regularly, checking homework or exercise books to ensure compliance to assignments and cooperation with parents to report inappropriate or good behavior are the extent to which monitoring technique influence school students' achievement.

Research Question 3: To what extent does reinforcement influence school students' achievement in Port Harcourt metropolis, Rivers State, Nigeria?

Table 3: Mean Ratings of Respondents on Extent to Which Reinforcement Influence School Students' Achievement

S/N	Items	Teachers (N = 228)			Students (N = 777)		
		\bar{X}	SD	Remark	\bar{X}	SD	Remark
11	Responding to student correct answers using verbal praise.	3.09	0.97	High Extent	3.02	1.00	High Extent
12	Responding to student wrong answer using the cane.	3.17	0.86	High Extent	3.16	0.87	High Extent
13	Encouraging students with nonverbal signals like nodding when attempting to answer a question.	2.92	0.94	High Extent	2.90	0.94	High Extent
14	Sending out student from the class if carrying out disruptive behavior.	3.12	0.85	High Extent	3.04	0.91	High Extent
	Grand Mean	3.08	0.91	High Extent	3.03	0.93	High Extent

Data in Table 3 indicated that grand mean of 3.07 and 3.03 above criterion mean of 2.50. It is evident that the respondents affirmed that responding to student correct answers using verbal praise, responding to students' wrong answer using the cane, encouraging students with nonverbal signals like nodding when attempting to answer a question and sends out student from the class for disruptive behavior are the extent to which reinforcement technique influence school students' achievement in Port Harcourt metropolis, Rivers State, Nigeria.

Statistical Test of Hypotheses

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

H₀₁: There is no significant difference in the mean rating of respondents on the extent to which rote discipline influence school students' achievement in Port Harcourt metropolis, Rivers State, Nigeria.

Table 4: z-Test Analysis of the Mean Ratings of Teachers and Students on Rote Discipline and School Students' Achievement

Category	\bar{X}	SD	N	df	α	zcal	zcrit	Decision
Teachers	3.09	0.79	228	1003	0.05	0.60	± 1.96	Ho is retained
Students	3.01	0.84	777					

Table 4 indicated that $Z_{cal} = 0.60$, $df = 1003$ and $Z_{crit} = 1.96$. Therefore, since $Z_{cal} > Z_{crit}$ and $P > 0.05$, then, there is no significant difference between the mean ratings of respondents on extent to which rote discipline influence school students' achievement in Port Harcourt metropolis, Rivers State.

H02: There is no significant difference in the mean rating of teachers and students on extent to which monitoring technique influence school students' achievement in Port Harcourt metropolis, Rivers State, Nigeria.

Table 5: z-Test Analysis of the Mean Ratings of Teachers and Students on Monitoring Technique and School Students' Achievement

Category	\bar{X}	SD	N	df	α	zcal	zcrit	Decision
Teachers	3.04	0.86	228	1003	0.05	0.80	± 1.96	Ho is retained
Students	2.98	0.89	777					

Table 5 indicated that $Z_{cal} = 0.80$, $df = 1003$ and $Z_{crit} = 1.96$. Therefore, there is no significant difference in the mean ratings of teachers and students on extent to which monitoring technique influence school students' achievement in Port Harcourt metropolis, Rivers State, Nigeria.

H03: There is no significant difference in the mean ratings of teachers and students on extent to which reinforcement technique influence school students' achievement in Port Harcourt metropolis, Rivers State, Nigeria.

Table 6: z-Test Analysis of the Mean Ratings of Teachers and Students on Reinforcement Technique and School Students' Achievement

Category	\bar{X}	SD	N	df	α	zcal	zcrit	Decision
Teachers	3.08	0.91	228	1003	0.05	0.80	± 1.96	Ho is retained
Students	3.03	0.93	777					

Table 6 indicated that $Z_{cal} = 0.80$, $df = 1003$ and $Z_{crit} = 1.96$. Therefore, there is no significant difference in the mean ratings of teachers and students on extent to which reinforcement technique influence school students' achievement in Port Harcourt metropolis, Rivers State, Nigeria.

Discussion of Findings

The result of Table 1 revealed that adherence to classroom rules, checking of misbehavior in class, use of nonverbal signs and signals to stop misbehavior e.g “shh” sound or eye contact and demands that students comply with classroom rules in the face of defiant behavior are the extent to which classroom management influence students’ learning. This finding agreed with the view of Ezeocha (2009) which established that indiscipline as a violation of school rules and regulations is capable of obstructing the smooth and orderly functioning of the school’s system and should be consequently avoided through perfect orientation of students and imposition of positive sanction in case of obvious violation of the order. Also, in the views of Emmer & Stough (2001) discipline is a system of sanctions that address the breakdown when the code of conduct is broken. This finding also agreed with the view of Gitome, Katola & Nyabwari, (2013) who stated that discipline ideally means more than adhering to rules and regulations and entails the learner’s ability to discern what is right or wrong. Discipline is widely acknowledged to be essential for creating a positive school climate conducive to sound academic achievement. It is a basic requirement for successful teaching and learning. In support of the above findings, Were (2006) stated that in all institutions of learning, discipline is very important because it trains individuals to develop responsible behavior leading to self-disciplined person, exposes students to the art of self-control, and social chaos can only be avoided if restraints are built into the character of students .Discipline exposes children to ways of handling the challenges and obligations of living and equips them with the personal strength needed to meet the demands imposed on them by the school.

The findings of Table 2 revealed that student correct answers using self-assessment forms for student to evaluate their behavior, giving test and homework at the end of the class, marking continuous assessment regularly, checking homework or exercise books to ensure compliance to assignments and cooperating with parents to report inappropriate or good behavior are appropriate monitoring techniques that will elevate students’ academic achievement. It is a process in that it involves on-going and routine collection of information used to assess if the program has made efficient use of resources and is on track (monitoring), and to assess to what extent the program has reached its objectives in terms of outputs, program activities and outcomes reached. Tabitha (2013) mentioned that the most effective teachers have systematic procedures for supervising and encouraging students while they work, initiate more interactions with students during seatwork periods, rather than waiting for students to ask for help, have more substantive interactions with students during seatwork monitoring, stay task

oriented, and work through problems with students. By proper monitoring, the teacher provides extra time and attention to students, and consistent checking of assignments.

The result of Table 3 indicated responding to student correct answers using verbal praise, responding to students' wrong answer using the cane, encouraging students with nonverbal signals like nodding when attempting to answer a question and sends out student from the class for disruptive behavior are the extent to which rewards influence school students' achievement. This view agreed with the perception of Krembeltz and Krembeltz (2012) who asserted that reinforcement technique is employed by teachers in encouraging and improved academic performance from students because rewarding student comes in different forms, which include, appraisal, gifting of items, and applauding in appreciation of academic performance. It reinforces a students' behavior and increase the odds of repeating that behavior. Teachers have to create a reward so that the behavior becomes associated with a desirable outcome. Similarly, Bukoye and Abdulkadir (2008) asserted that reward is a pleasant stimulus that increases the frequencies of behavior.

CONCLUSION

Based on the findings from the study, it was concluded that effective teachers' classroom management techniques influence students' achievement positively. This is because when classroom management techniques are executed effectively, teachers minimize the behaviors that impede learning for both individual students and group of students while maximizing the behaviors that facilitate or enhance learning. Through effective classroom management, stressful academic experiences are eliminated by encouraging the students on the best way to improve better cognitive skills such as: visual recognition, perception of details, comparing learning experiences and visual discrimination.

RECOMMENDATIONS

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

1. Teachers should establish rules and regulations that will help to control and guide students against disruptive behavior.
2. Teachers should give academic assistance to students during lesson delivery. This will encourage them to learn and create zeal for regular school attendance.
3. Teachers should be cautious while using reinforcement technique so that it does not adversely affect students' achievement.

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