

TEACHERS' CLASSROOM MANAGEMENT PRACTICES AS CORRELATE OF STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

¹ OBI ZITA (Ph.D)

¹E-mail: zc.obi@coou.edu.ng

² OKEKE, IFEDIORAH NONYE (Ph.D)

²E-mail: nonyemifediorah@gmail.com

³ OGBUANYA, CHIAMAKA PATIENCE

³E-mail: cp.ogbuanya@unizik.edu.ng

^{1, 2, & 3} DEPARTMENT OF EDUCATIONAL FOUNDATIONS, FACULTY OF EDUCATION, CHUKWUEMEKA ODUMEGWU OJUKWU UNIVERSITY, IGBARIAM CAMPUS, ANAMBRA STATE, NIGERIA.

Abstract

This study examined teachers' classroom management practices as correlates of students' academic achievement in public secondary schools in Anambra State. Three research questions and three null hypotheses guided the study. A correlational research design was adopted for the study, and the null hypotheses were tested at the 0.05 level of significance. The population of the study consisted of 21,667 SS2 students in 267 public secondary schools across the six education zones of Anambra State. Proportionate stratified and simple random sampling techniques were used to select a sample of 650 students from the study population. Two instruments developed by the researcher, namely the Teachers' Classroom Management Practices Questionnaire (TCMPQ) and the Mathematics Test Questions (MTQ), were used for data collection. The face validity of the instruments was established by three experts, while construct validity was determined using the Principal Component Analysis approach. The Cronbach Alpha procedure was used to determine the reliability of the instruments, yielding an average reliability coefficient of 0.765, which indicated that the instruments were reliable for the study. The collected data were analyzed using the Pearson Product Moment Correlation Coefficient (PPMC). The findings revealed a significant relationship between teachers' communication, discipline, and students' academic achievement, whereas no significant relationship was found between motivation and students' academic achievement. Based on the findings, it was recommended that teachers should employ effective communication skills in the classroom to enhance classroom management and learning outcomes. Classroom rules should be clearly stated and displayed at strategic locations in the classroom to promote discipline and effective teaching and learning. Principals should also organize periodic training programmes on effective classroom management practices for teachers. The results of this study have added to the existing body of knowledge by affirming the existence of a positive and significant relationship between teachers' classroom management practices and students' academic achievement in public secondary schools in Anambra State.

Keywords: Teachers, Classroom, Management, Students, Academic Performance

Introduction

Education is a crucial channel for developing individuals. It involves the transmission of knowledge, skills and values. Teachers deliver the content of the curriculum to the students through the process of teaching and learning, and the aim is for students to acquire knowledge. Therefore, there is need for periodic check of the quantity and quality of knowledge and skills acquired by students through their academic performance.

Students' academic performance is a representation of their intellectual ability. Ughamadu and Enuah (2021) asserted that an indicator of the extent to which a student has achieved specific goals that were the focus of activities in instructional environments, in various schools, colleges and universities could be referred to as academic performance. Students' academic performance could be evaluated at educational institutions through a variety of methods, including: classroom performance, class assignments, tests, group seminars, examinations, and more (Ogunbodede & Oribhabor, 2022). Students' academic performance in some public secondary schools in Anambra State seems poor even though the State is classified as educationally advantaged State. The researcher made this observation as a parent and a teacher who have worked in some public secondary schools in Anambra State. Some students when given examination under the close watch of teachers perform poorly when there is no room for them to copy from textbooks, notebooks, from their fellow students or even from mobile phones. Priye cited in Ughamadu and Enuah (2021) noted that there is increase in poor academic performance of students in both internal and external examinations.

A lot of factors could cause the poor academic performance of students in public secondary schools in Anambra State. Poor students academic performance could be as a result of lack of adequate educational facilities, poor students' reading habit, family issues, the method of instructional delivery by teachers, lack of commitment and teachers' classroom management practices among others. Modupeola and Eraigbai (2019) stressed that poor students' academic performance experienced in various secondary schools could be as a result of teachers' classroom management practices.

Teachers' classroom management practices are the methods teachers use to create a conducive classroom for teaching and learning. Dock (2024) defined teachers' classroom management practices as the tools and techniques teachers use to ensure a smooth and productive learning. They are meant to enhance academic progress and development by addressing disruptions and student misbehaviour in a proactive and effective manner. Teachers' classroom management practices are the processes through which teachers establish and maintain rules, regulations, and consequences for negative behaviour while promoting and teaching positive behaviours to students (Stueber, 2019). Maintaining of a good learning atmosphere could go a long way to motivate students learning. Teachers' classroom management practices could be seen as the foundation for effective teaching and learning.

There are many components of teachers' classroom management practices. Dock (2024) maintained that teachers' classroom management practices include establishing classroom rules, building relationships, time management, classroom arrangement, discipline, motivation, lesson plan, flexibility, communication, compassion and modelling ideal behaviour. Marvin (2024) maintained that teachers' classroom management practices entails communication, discussing and reinforcing rules, instructional delivery, promotion of teamwork, assessment, reinforcing positive behaviour, utilizing technology, time management. This study examined teachers' classroom management practices of communication, discipline and motivation.

Communication is inevitable in a social setting like school where two or more people interact. Mark-Ewa and Nelson (2023) defined communication as the process of transmitting one's thought, ideas, wishes, attitudes, and emotions to others. Communication involves the exchange of ideas between one person and another. It is the process of exchange of information as well as expressing ideas. Communication is the process of sending messages to another person or different people. Communication is the transmission (encoding) and interpretation (decoding) of messages by means of a specific medium (Lesika cited in Kalyon, 2021). Communication is a tool for transmitting information such as: policies and rules, changes and developments as well as to receive feedback by individuals in and outside the school. Without communication, it would be difficult for a person to know the thought of another person. It would be difficult for teachers to deliver instruction to students in the absence of proper communication. Teachers could not do much in the classroom without proper delivery of instruction through communication.

There are various communication techniques. Communication techniques are various methods of passing information. Mawarni and Khalilahanum (2021) pointed out that communication techniques include: aggressive, assertive, open and inclusive. Aggressive communication technique, open communication technique and inclusive communication techniques are among the communication techniques in the school (Yakubu & Afolabi, 2020). Assertive communication is the process of passing information while also considering the views, opinion and needs of others. On the other hand, aggressive communication is the opposite of assertive communication. It is the passing of information without considering the opinion of others. Open communication technique is the type of communication technique which allows others to express their views and opinion and contribute effectively in issues that will promote school goals. Information can be disseminated in the school through the use of notice board, social media, verbal, written and the use of signs. Proper communication could help to ensure discipline.

Discipline is directing behaviours to ensure conformity with established rules and regulations in an organization. Azzahra, et al. (2019) opined that discipline is when employees always do all the work well, comply with the organization's regulations and prevailing social norms, come to work on time and dismiss at the stipulated time. Discipline ensures obedience of organizational rules and norms and the indicators of discipline include: compliance to school rules and regulations, punctuality, maintaining standard of work and professional code of conduct (Dauda & Saka, 2022). Discipline is a very important character of teachers. Teachers who are disciplined ensure that they come to school on time, perform their job diligently, co-operate with other staff and students and do all they could to ensure that school goal is realized. A disciplined teacher is always on track to maintain high job performance. Teachers who are disciplined treat students fairly without favouritism and sets high expectation for all. This means a disciplined teacher could handle students to be disciplined, inspired and engaged in teaching and learning.

Regrettably, Uzoechina and Nwankwo (2016) decried the presence of indiscipline among teachers manifesting in form of absenteeism without permission, lateness to school, teaching without instructional materials, unhealthy rivalry and general non-challant attitude to work. In the same vein, Nwaozor and Thompson (2019) reported that most secondary school teachers in Nigeria exhibit nonchalant attitudes to teaching their students, some even leave their places of work for other unofficial business during official hours while others that are around could stay idle in the staff- room chatting and whiling away their time, neglecting their students. Observation by the researcher also showed that there are negative behaviours in form of negligence of duty, lateness to school, manipulation of students' scores, encouraging of examination malpractice, immodest dressing in some public secondary schools in Anambra State. A teacher who is not disciplined might find it difficult to discipline students or motivate them.

Motivation is the force that directs behaviour. Motivation is the process of arousing, directing and maintaining behaviour toward the achievement of a particular goal (Mark-Ewa & Nelson, 2023). It is the force that determines the behaviour which an individual could engage willingly out of different alternatives. Motivation is very important in organizations such as schools. Ezeorunyie and Ilechukwu (2021) pointed out that motivation is the power that gives strength and direction to a behaviour and causes an individual to act for a purpose. Teachers are expected to encourage or motivate students to imbibe positive learning cultures in the school which will foster individual and national development.

Motivation could be intrinsic or extrinsic. Intrinsic motivation could be termed internal motivation. It is the motivation that comes within an individual. Intrinsic motivation is the driving force that propels one to direct efforts toward the realization of set goals. Extrinsic motivation is the motivation that comes from the external. When positive behaviour of students are recognized and encouraged by teachers, it is termed extrinsic motivation. Teachers as pivots on which learning is hinged can motivate students intrinsically and extrinsically using different strategies. Yikarebogha (2023) reported that there is lack of motivation of students by teachers in some schools. Effective motivation of students by teachers could help to ensure good students engagement during instructional delivery.

Statement of the problem

Academic performance of students is a serious concern of stake holders in education in this highly competitive world because of the important position education occupy in the development of societies but it appears that students' academic performance in some public secondary schools in Anambra State is poor even though the state is classified as academic advantaged state. The researcher made this observation as a parent and a teacher who have worked in some public secondary schools in Anambra State. The poor students' academic performance in some public secondary schools in Anambra State could be due to the family background of students, peer influence, inadequate infrastructure in the school, poor funding, leadership style of principals, the reward system, teachers' classroom management practices, school environment among others. It is based on this scenery that this study examined teachers' classroom management practices in terms of their communication, discipline and motivation, as correlates of students' academic performance in public secondary schools in Anambra State in order to fill the gap.

Purpose of the Study

The main purpose of this study was to examine teachers' classroom management practices as correlate of students' academic performance in public secondary schools in Anambra State. Specifically, the study sought to:

1. examine the relationship between communication and students' academic performance in public secondary schools in Anambra State.
2. determine the relationship between discipline and students' academic performance in public secondary schools in Anambra State.
3. find out the relationship between motivation and students' academic performance in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the relationship between communication and students' academic performance in public secondary schools in Anambra State?
2. What is the relationship between discipline and students' academic performance in public secondary schools in Anambra State?
3. What is the relationship between motivation and students' academic performance in public secondary schools in Anambra State?

Hypotheses

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

1. There is no significant relationship between communication and students' academic performance in public secondary schools in Anambra State.
2. There is no significant relationship between discipline and students' academic performance in public secondary schools in Anambra State.
3. There is no significant relationship between motivation and students' academic performance in public secondary schools in Anambra State.

Method

Correlational research design was adopted for this study. The population of this study consisted of 21,667 SS2 students in the 267 public secondary schools in the six education zones of Anambra State. The sample size of 650 SSII students was drawn from the population of the study using proportionate stratified and simple random

sampling techniques. The study was guided by three research questions and three null hypotheses were tested at 0.05 level of significant. The instruments for data collection were researcher-structured instrument titled: : “Teachers’ Classroom Management Practices Questionnaire (TCMPQ)”, and “Mathematics Test Questions (MTQ)”. The face validity of the instruments was established by three experts; one from Measurement and Evaluation and two experts from Educational Management. The experts were all from the Department of Educational Foundations in the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The construct validity of the instruments was explored using Principal Component Analysis (PCA) Method. The Kaiser-Meyer-Olkin (KMO) value which was used as measure of sampling adequacy. The reliability of the instrument was determined using Cronbach Alpha method and the average coefficient of 0.765 was obtained. The instruments were administered to the respondents with the help of three research assistants. Out of the 650 instruments administered, 623 was successfully retrieved and used for analysis. The data collected was analyzed using the Pearson Product Moment Correlation Coefficient (PPMC). The (r) was used to determine the nature of the relationship between the variables. Test of significance of correlation was used to test hypotheses at 0.05 level of significance. All the analysis was carried out using Statistical Package for Social Sciences (SPSS) version 27.

Results

The data collected were analyzed in accordance with the research questions and hypotheses and the results were presented in tables below:

Research Questions 1: What is the relationship between communication and students’ academic performance in public secondary schools in Anambra State?

Table 1: Pearson (r) of the relationship between communication and students’ academic performance in public secondary schools in Anambra State.

Sources of variation		Communication	Students’ academic performance	Remark
Communication	Pearson (r)	1.00	0.703 ^{xx}	High positive relationship
	N	623	623	
Students’ academic performance	Pearson (r)	0.703 ^{xx}	1.00	
	N	623	623	

^{xx} (0.703) = High positive relationship

Table 1 showed the Pearson (r) of the relationship between communication and students’ academic performance in public secondary schools in Anambra State. Pearson (r) value of 0.703 was obtained which depicted a high positive relationship with (r = 0.703, N = 623) between communication and students’ academic performance in public secondary schools in Anambra State

Research Questions 2: What is the relationship between discipline and students’ academic performance in public secondary schools in Anambra State?

Table 2: Pearson (r) of the relationship between discipline and students’ academic performance in public secondary schools in Anambra State.

Sources of variation		Discipline	Students’ academic performance	Remark
Discipline	Pearson (r)	1.00	0.651 ^{xx}	High positive relationship
	N	623	623	
Students’ academic performance	Pearson (r)	0.651 ^{xx}	1.00	
	N	623	623	

^{xx} (0.651) = low positive relationship

The result in Table 2 showed that Pearson (r) value of 0.651 was obtained from the Pearson (r) of the relationship between discipline and students’ academic performance in public secondary schools in Anambra State. This showed that there was high positive relationship (r = 0.651, N = 623) discipline and students’ academic performance in public secondary schools in Anambra State.

Research Questions 3: What is the relationship between motivation and students’ academic performance in public secondary schools in Anambra State?

Table 3: Pearson (r) of the relationship between motivation and students' academic performance in public secondary schools in Anambra State.

Sources of variation		Motivation	students' academic performance	Remark
Motivation	Pearson (r)	1.00	0.335 ^{x x}	Low positive relationship
	N	623	623	
Students' academic performance	Pearson (r)	0.335 ^{x x}	1.00	
	N	623	623	

^{x x} (0.335) = Low positive relationship

Table 3 showed the Pearson (r) of the relationship between motivation and students' academic performance in public secondary schools in Anambra State. The result of ($r = 0.512$, $N = 623$) revealed a low positive relationship between motivation and students' academic performance in public secondary schools in Anambra State.

Test of Hypotheses

The following null hypotheses were tested at 0.05 level of significance

Hypothesis 1: There is no significant relationship between communication and students' academic performance in public secondary schools in Anambra State.

Table 4: Test of significance of correlation between communication and students' academic performance in public secondary schools in Anambra State.

Sources of variation		Communication	Students' academic performance	Decision
Communication	Pearson (r) sig. (2-tailed)	1.00	0.703 ^{x x}	Significant
	N	623	623	
Students' academic performance	Pearson (r) sig. (2-tailed)	0.703 ^{x x}	1.00	
	N	623	623	

^{x x} correlation is significant at the 0.05 level (2-tailed).

As shown in Table 4, the correlation between communication and students' academic performance in public secondary schools in Anambra State is 0.703 and a probability value of 0.010 was obtained. The p-value of 0.010 which was obtained was less than 0.05 level of significance and the null hypothesis no significant relationship between communication and students' academic performance in public secondary schools in Anambra State was rejected (r , $623 = 0.703$, $p\text{-value} = 0.010$). This showed that there is significant relationship between communication and students' academic performance in public secondary schools in Anambra State.

Hypothesis 2: There is no significant relationship between discipline and students' academic performance in public secondary schools in Anambra State.

Table 5: Test of significance of correlation between discipline and students' academic performance in public secondary schools in Anambra State.

Sources of variation		Discipline	Students' academic performance	Decision
Discipline	Pearson (r) sig. (2-tailed)	1.00	0.651 ^{x x}	Significant
	N	623	623	

Students' academic performance	Pearson (r)	0.651 ^x	1.00
	sig. (2-tailed)	0.005	
	N	623	623

^x correlation not significant at the 0.05 level (2-tailed).

Table 5 showed the result of the correlation between discipline and students' academic performance in public secondary schools in Anambra State. The null hypothesis of no significant relationship between discipline and students' academic performance in public secondary schools in Anambra State was rejected because the p-value of 0.005 obtained was less than 0.05 level of significance ($r, 623 = 0.651, p\text{-value} = 0.005$). Invariably, there is significant relationship between discipline and students' academic performance in public secondary schools in Anambra State.

Hypothesis 3: There is no significant relationship between motivation and students' academic performance in public secondary schools in Anambra State.

Table 6: Test of significance of correlation between motivation and students' academic performance in public secondary schools in Anambra State.

Sources of variation		Motivation	Students' academic performance	Remark
Motivation	Pearson (r) sig. (2-tailed)	1.00	0.335 ^x	
	N	623	623	Not Significant
Students' academic performance	Pearson (r) sig. (2-tailed)	0.335 ^x	1.00	
	N	623	623	

^x correlation is significant at the 0.05 level (2-tailed).

As shown in Table 6, the correlation between motivation and students' academic performance in public secondary schools in Anambra State was 0.335 with a probability value of 0.074 which was greater than 0.05 level of significance. Because, the p-value of 0.074 was greater than 0.05 alpha level, hence the null hypothesis of no significant relationship between motivation and students' academic performance in public secondary schools in Anambra State was not rejected ($r, 623 = 0.335, p\text{-value} = 0.074$). Thus, there is no significant relationship between motivation and students' academic performance in public secondary schools in Anambra State.

Discussion of findings

The discussion of the findings was presented in accordance with the data collected from the research questions and hypotheses. It was shown as follows:

Relationship Between Communication and Students' Academic Performance in Public Secondary Schools in Anambra State.

The result from the analysis showed that there is high positive relationship between communication and students' academic performance in public secondary schools in Anambra State. The result also showed that there is significant relationship between communication and students' academic performance in public secondary schools in Anambra State. This indicated that communication is very important in teaching and learning. It is through communication that teachers would pass information to students to boost their knowledge and skills. There is need for the communication between teachers and students to be clear. This is necessary because clear and good communication network between teachers and students during teaching and learning would help students to understand the subject matter very well and it would also enhance their academic performance.

This finding agreed with that of Obilor (2020) and Javad (2021) which revealed that communication is significantly related to students' academic performance. This agreement could be because the two studies were conducted in public secondary schools even though it was not in the same geographical location. It is through communication that the curriculum content is delivered from teachers to students. It is therefore, necessary for the right communication pattern be used to ensure that students understand the information passed to them so as this will promote their academic performance. This finding does not support the findings of Tariq and Ullah (2024) which showed that teachers' communication on the academic achievement of students was positive but low and

not significant. This disagreement could be, because the two studies were conducted at different geographical areas even though the time when the two studies were carried out was not far from each other.

Relationship Between Discipline and Students' Academic Performance in Public Secondary Schools in Anambra State.

The result of this study showed that there is high positive relationship between discipline and students' academic performance in public secondary schools in Anambra State. Also, there is significant relationship between discipline and students' academic performance in public secondary schools in Anambra State. It is one of the duties of teachers to make sure that discipline is maintained in the classrooms. If teachers fail to maintain discipline in classrooms and among students, some students would not take learning serious, some would even leave the classroom anytime teachers enter to teach, some might not even want to come to school at all. Students who are not disciplined may not stay in the class or concentrate during teaching and learning in order to have good performance academically. In other words, this finding revealed that it takes discipline for students to be engaged in learning for improved academic performance. This finding supports that of Simba et al. (2018) and Ossai (2023) which indicated that discipline related positively with, and significantly with students' academic performance. The agreement in this findings further revealed that the importance of discipline in enhancing the academic performance of students cannot be over emphasized.

Relationship Between Motivation and Students' Academic Performance in Public Secondary Schools in Anambra State.

The relationship between motivation and students' academic performance in public secondary schools in Anambra State is low positive. There is no significant relationship between motivation and students' academic performance in public secondary schools in Anambra State. This meant that, although it is good for teachers to motivate students during the process of teaching and learning, but students can still perform very well even if they are not motivated extrinsically by teachers. In other words, it is good for teachers to motivate students through clapping, praises, awards and so on, but they can still perform very well in their academics even if teachers fail to motivate them as expected.

This finding disagree with that of Abdulrahman et al. (2023), Moreira-Morales and García-Loor (2024) and Muhammad et al. (2021) which stressed that motivation significantly correlate with academic performance of students. The reason for the disagreement could be because the studies were conducted in schools in different geographical locations. However, the finding supports that of Akosubo-Ogori et al. (2020) which revealed that there is no significant relationship between reward system and students' academic performance.

Conclusion

It was concluded that there is a high positive and significant relationship between teachers' communication, discipline, physical school environment, and students' academic performance in public secondary schools in Anambra State. There is also a low positive relationship between motivation and students' academic performance in public secondary schools in Anambra State. However, motivation is not significantly related to students' academic performance in public secondary schools in Anambra State. In conclusion, effective communication, discipline, and a conducive physical school environment enhance students' academic performance in public secondary schools in Anambra State.

Recommendations

- The following recommendations were made based on the findings and conclusion of this study;
1. Teachers should ensure that adequate communication skills are used in the classroom for effective teaching and classroom management.
 2. Class rules should be clearly stated and kept at strategic positions in the classroom to ensure discipline for effective teaching and learning.
 3. Despite the finding that no significant relationship between motivation and students' academic achievement, teachers should continue to encourage and support students' motivation, as it may enhance classroom participation and engagement.

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