
Nexus of Permissive Classroom Management Style and Performance of Students in Public Secondary Schools in Imo State

Chinyere Vitalian Achonu¹, Blessing Anukaenyi² and Blessing Chineme Okoro³.

¹Department of Management and Planning, School of Social Science Education, Faculty of Education | Email: chyvita2009@gmail.com | Tel: 08027698670

²Department of Arts and Social Sciences Education, Godfrey Okoye University, Thinkers Corner, Enugu State | Email: blessinganukaemyi@gmail.com | Tel: 08033749323

³Department of Management, Faculty of Management and Social Sciences, Godfrey Okoye University, Ugwuomu-Nike, Enugu State | Email: chinemeokoro2007@gmail.com | Tel: 08067958377

Abstract: *The objective of the study was to ascertain the coefficient of relationship between permissive classroom management style and the performance of students in public secondary schools in Imo State. The study adopted descriptive survey design. The population of the study comprised all the teachers and students of public secondary schools in Imo State (212123). A sample size of 399 was arrived at through Taro Yamane sample size determination technique. The researcher adopted questionnaire as instrumentation for the study. The data which was generated from the questionnaire was analyzed using modified four point Likert type scale, Pearson Correlation coefficient, standard deviation statistics was used to test the hypothesis because of the large sample size. The result shows that all the listed items having a mean response of 2.5 and above is interpreted as positive, while those below 2.5 is taken as negative. The highest performance met by permissive management style was, permissive style is characterized by a lack of involvement with mean responses of 2.5 and above. Ineffective permissive classroom management strategies influenced performance of in the classroom. This study implies that the listed items of permissive management style have negative influence on performance in the classroom. However, the permissive style is characterized by a lack of involvement, the environment is non-punitive, there are few demands on students, and there is a lot of freedom. Ineffective permissive classroom management strategies hamper indulgent classroom management style, hence teachers should be trained by management to overcome such negativity.*

Key words: *permissive classroom management style, performance of students. Public secondary schools*

1. Introduction

According to Anyaogu, (2016) management is an interational and economic process involving a sequence of co-ordinated events, such as planning, organizing, directing, controlling, co-ordinating, reporting and budgeting into use available resources to achieve a dsired objective in the fastest and most efficient way. Classroom management is a comprehensive term for a variety of teacher actions designed to be before learning can occur. Classroom management usually refers to management of physical environment and instructional materials (Olurndara, 2004). It also concerns with the organization of non academic task such as checking of class attendance,

record keeping of class progress, monitoring and regulating the activities and behaviour of students, maintaining order and discipline which are essential for teaching and learning. Contributing to effective classroom management by the teacher Balawin, (2010) maintained that there should be necessary equipments to help the teacher manage the class with ease.

A good classroom management makes good instruction possible, in addition, classroom management is a significant part of an effective teaching learning process. Due to effective classroom management, students flourish in a positive class climate and a compassionate environment. From a student's perspective, effective classroom management involves precautionary disciplining and fruitful teaching (James and Chilva, 2008). Okehi, (2014) concluded that physical environment of the classroom and seating arrangement are interrelated and managed alongside.

Effective classroom management is much more just administering corrective measures when a student misbehaves, it is about developing proactive way to prevent problems from occurring in the first place while creating a positive learning environment. Kaushar, (2013). In addition, Fuller, (2006) noted that although there are other moderating factors associated with students classroom behaviour and academic performance of students, teachers time management, teachers effective communicative skills, teachers classroom discipline and teachers quality are the factors that determine the level of academic performance of the students in school. Teacher's time management are important to academic success. The main objective of this study is to determine the effect of permissive classroom management style on performance of students in Imo State secondary schools. The teacher prepares the infrastructure for conducive education which includes the time duration for contacts, space in the classroom, infrastructure resource and finally, the learning material. The techniques of instruction also play a vital role in enabling the student and making the teacher successful. Therefore, classroom management has a wide spectrum of tasks and activities involving, the teacher, the student and the support factors. The permissive style is characterized by a lack of involvement, the environment is non-punitive, there are few demands on students, and there is a lot of freedom.

In recent times, educational experts and psychologists have given their own opinion concerning achievement of learners. Torrance and Storm (2008) quoted in Ibe and Ibekweonye (2009:11) defined academic performance as "the ability of the student relative to the distribution of abilities in scholastic tests". Onyejiaka (2011) see academic performance as the rating of an individual student following a scholastic assessment. He maintained that a student's academic achievement may be low, average or high depending on certain variable. Denga 2009 quotes in Ibe and Ibekweonye (2011) with the belief that high academic performance is crucial for a student's educational achievement. This implies that the academic achievement of a child determines in no small measure his educational advancement or otherwise. Aziude, (2007) in Ibe and Ibekweonye (2011) contends that academic achievement is a kind of behavioral products, an end result by itself which is expected to reflect how much is being learnt or assimilated of what is being taught. This implies that academic performance simply refers to the result of mental test. Furthermore, Akinboye, (2015) consider academic performance as aggregate of a student's scholastic accomplishment on an achievement test. Similarly Akinada, (2008) in Ibe and Ibekweonye (2011) view academic performance as a student's ability to secure up to a set standard of performance in a given examination. He isolated two categories of academic performance-poor academic performance and high academic performance. Akinade contends that academic performance results when an individual obtains a score (s) above the set standards

is considered to be high academic performance.

Froyen and Iverson (1999) conducted a study on classroom management and the teachers' leadership on student performance. From their research they summarized that disciplinary problems in the class intervene with learning and disables the teacher from delivering lessons in an appropriate manner. The teacher, who is unable to control the disciplinary problem, neglect the lessons and failed to prompt students with proper learning and feedback. Monitoring in the class also becomes a difficult task for these teachers on a regular basis. In contrast they found that a strong and consistent classroom management with skill in controlling disciplinary problems has a significant impact on student achievement. Froyen and Iverson (1999) felt that an orderly task oriented approach to teaching and learning has the best effect on both the conduct and content management of the student.

Johnson (2001) from his study found that a flexible teacher providing them with fun during lesson dissemination and enabling them with unlimited choice are able to develop student growth and control the classrooms. Maag (2001) found that effective classroom management is directly influential in bringing about high academic achievement among students.

2. Methodology

Design of the Study

The study adopted descriptive survey design.

Area of the Study

Imo is one of the 36 states of Nigeria and lies in the south east of Nigeria. Owerri is its capital and largest city. Its other major cities are Orlu and Okigwe. Located in the south-eastern region of Nigeria, it occupies the area between the lower River Niger and the upper and middle Imo River. Imo State is bordered by Abia State on the East, River Niger and Delta State to the West, Anambra State on the North and Rivers State to the South (Vanguard, Nigeria, 2 June 2015). The state lies within latitudes 4°45'N and 7°15'N, and longitude 6°50'E and 7°25'E with an area of around 5,100 sq km (Imo State Government, 2010). Since education is of paramount importance in Imo State, this study was designed to investigate authoritative classroom management style that will correlate the performance of students in both urban and rural secondary schools in Imo State. The area of the study will comprise the six educational zones spread across the state of Imo. These include: Okigwe Zone 1 and Zone 2, Orlu Zone 1 and Zone 2 and Owerri Zone 1 and Zone 2 respectively.

Population of the Study

The population of the study comprised all the teachers and students of public secondary schools in Imo State. These were the respondents to be studied on, in the area with population of 212123 consisting 5363 and 20676 teachers and students respectively. The respective population of teachers and secondary school students are as follows: Okigwe Zone I (339 and 14517), Okigwe Zone II (547 and 16830), Orlu Zone I (815 and 41198), Orlu Zone II (394 and 25679), Owerri Zone I (2506 and 73377) and Owerri Zone II (762 and 35159), respectively in Imo State (see Table 1).

Table 1: Composition of the Research Population

s/n	Zone	No of Teachers	No of Secondary School Students	Total
1	Okigwe Zone I	339	14517	14856

2	Okigwe Zone II	547	16830	17377
3	Orlu Zone I	815	41198	42013
4	Orlu Zone II	394	25679	26073
5	Owerri Zone I	2506	73377	75883
6	Owerri Zone II	762	35159	35921
	Total	5363	206760	212123
	Grand Total	212123		

Source: Field Survey, 2018 (SEMB).Record and Statistics

Sample and Sampling Techniques

Respondents were chosen for the study through the use of Yamene (1967) sample size determination technique. This technique was used because: a) the population of the research is finite, b) probability procedure can be used, and c) the data is assumed to be randomly distributed. The method used is indicated below – Mathematically derived Yamane formula: $n = \frac{N}{1+N(e)^2}$; Where, n = required responses/sample size, (e)² = error limit, N = population size.

Sample Size Proportion Allocation

To assign the sample size of 399 to the respondents, the researcher employed the Bourley’s proportional allocation formula (see Table 2): $n_b = \frac{n(n)}{N}$; Where: n_b = Bourley Proportional Allocation Formula, n = Population allocated to respondent groups, n = Total sample size, N = Population of the study. The determination of each of the sample group is shown in Table 2:

Table 2: Sampling Distribution using Bourley’s Proportional Allocation Technique

Study Under Study	Population Frequency	Sample Size Distribution Using Bourley’s Technique
Okigwe Zone I	14856	$n_b = 28$
Okigwe Zone II	17377	$n_b = 33$
Orlu Zone I	42013	$n_b = 79$
Orlu Zone II	26073	$n_b = 49$
Owerri Zone I	75883	$n_b = 143$
Owerri Zone II	35921	$n_b = 67$
OVERALL TOTAL	212123	399

Source: Field Survey, 2018 (Record and Statistics Unit SEMB Imo State)

Instrument for Data Collection

The researcher adopted questionnaire as instrumentation for the study.

Validation of Instrument

Draft copies of the questionnaire with the main and specific purposes of the study were given to an expert in measurement and evaluation as well as nine experts in the field of education. The

validates was used to vet items in achieving the specific objectives through providing data for answering the research questions. Corrections and suggestions offered by the experts were effected before the final draft of the questionnaire was produced and used for this study. Content validity examines if the instrument adequately covers the scope implied by the topic of the study. This study's research instrument has content validity because it ensured that all the questions asked in the questionnaire are represented in literature. Secondly, a panel consisting of 5 experts (3 from department of social science education and 2 from department of measurement and evaluation) were used to vet the questions in the questionnaire objectively; paying particular attention to the relevance of the subject matter and their coverage of the entire topic of study.

The construct validity examined how adequately an instrument measures the actual meaning of a construct or concept which has been deliberately adopted for a specified scientific purpose. The value of factor analysis may vary from 0 to 1. The benchmark should be 0.50 or higher as recommended by Hair, Anderson, Tatham and Black (1995). For factor analysis. If this is not achieved, then it is necessary to drop the variable(s) with lowest anti image value until overall factor analysis rises above 0.50.

Table 3: Factor Analysis

Determinant of classroom management style	Factor
Permissive Style	
Permissive style is characterized by a lack of involvement	0.6886
The environment is non-punitive	0.9013
There are few demands on students	0.6362
There is a lot of freedom	0.8776
Teachers are liberal in their dealings with students	0.783
Teachers are lenient when it comes to monitoring the behaviour of students	0.8952

Reliability of the Instrument

The data to be generated was analyzed to determine the internal consistency of the instrument using Cronbach Alpha. The result yielded a reliable index which was enough to indicate that the instrument was reliable for the study.

The internal consistency reliability test (pilot test) through Cronbach's Alpha was drawn from the 5 questionnaire administered to experts. Thus, a pilot test from the 5 experts was carried out to ascertain the reliability of the study items using Cronbach's Alpha () analysis. The overall Cronbach Alpha correlation for the study's research instrument was 0.9251. However, all other variable items for this study appear to be dependable, useful and contribute to the overall reliability.

Method of Data Collection

The questionnaire was administered by the researcher to the respondents (i.e. teachers and students) with the help of trained assistants to ensure high percentage return. The assistant researchers were instructed on the purpose and the methods of administering the instrument. The researcher administered the questionnaire to the respondents (i.e. teachers and students) with the help of six (6) assistants, one from each education zone, of the six (6) zones in Imo State. The assistants adequately trained by the researcher on how to administer the questionnaires to the respondents. The training was necessary to ensure that the research assistants are not biased and to ensure high percentage return. This assistant ensured that the copies of questionnaires were

duly administered and appropriately retrieved on the whole. This gave high percentage (100%) of return.

Method of Data Analysis

The data which was generated from the questionnaire was analyzed using modified four point Likert type scale value to score all the options in the same direction, while the Pearson Correlation coefficient was used to answer the research questions as the analysis of the data was done in respect to each research hypothesis. Nevertheless, standard deviation statistics was used to test the hypothesis because of the large sample size, and also for the variables which are continuous and not discrete; hence, it is proportional that when the sample size is equal or greater than 30, standard deviation will be more appropriate.

3. Results and Discussion

This chapter deals with the presentation and analysis of data collected in the course of the study. The presentation and analysis of data is organized in accordance with the research question and hypothesis.

Objective

Ascertain the coefficient of relationship between permissive classroom management style and the performance of students in public secondary schools in Imo State.

Table 4: Summary of the mean responses of the teachers and pupils on the extent to which permissive classroom management style influence performance of students (n=399)

Item No.	Permissive Classroom Management Style	\bar{X}	Remark
1	Permissive style is characterized by a lack of involvement	2.83	Agree
2	The environment is non-punitive	2.06	Disagree
3	There are few demands on students	2.33	Disagree
4	There is a lot of freedom	2.24	Disagree

Note: n = 399, \bar{X} = Mean

Table 4 present data on the relationship between permissive classroom management style and performance of students in public secondary schools in Imo State. The result shows that all the listed items having a mean response of 2.5 and above is interpreted as positive, while those below 2.5 is taken as negative. The highest performance met by permissive management style was, permissive style is characterized by a lack of involvement with mean responses of 2.5 and above.

Research Question

What is the coefficient of relationship between permissive classroom management style and the performance of students in Imo State Public Secondary Schools?

This question wants to find out if there is significant relationship between permissive classroom management style and the performance of students in Imo State Public Secondary Schools. Table 5 below indicates positive relationship among each of the variable items of permissive classroom management style and the performance of students in Imo State Public Secondary Schools.

Table 5: Pearson’s Non-parametric Rho Correlation t-tests between Permissive Management Style and Performance (n=399)

Permissive Classroom Management Style	Performance of students in Imo State Public Secondary Schools			
	P1	P2	P3	P4
PES1	0.848 (5.342)**	0.256 (2.405) *	0.116 (1.174)	0.133 (1.164)
PES2	0.836 (4.023)**	0.191 (0.876)	0.144 (1.177)	0.111 (1.293)*
PES3	0.510 (1.992)*	0.045 (0.859)	0.256 (2.520)*	0.026 (0.826)
PES4	0.345 (2.321)*	0.508 (3.678) **	0.026 (0.978)	0.191 (2.011)*

Note: * = Correlation is significant at the 0.05 level (2-tailed), ** = Correlation is significant at the 0.01 level (2-tailed), values in parenthesis are t-values, PES1=Permissive style is characterized by a lack of involvement, PES2=The environment is non-punitive, PES3=There are few demands on students, PES4=There is a lot of freedom, P1=Classroom management style has improved performance of students in secondary schools, P2=Students’ academic perform is due to management styles, P3=Academic performance is better than previous years, P4=Performance of students encourage tertiary admissions

Source: SPSS Version 21 for Windows

Test of Hypothesis

Ho: There is no significant relationship between permissive classroom management style and performance of students in Imo State Public Secondary schools.

Table 6: Analysis of t-test values on permissive classroom management style and performance (n=399)

Item No.	Permissive Indulgent Classroom Management Style	Teachers		Students		t-cal	RMK
		\bar{X}_1	S ₁	\bar{X}_2	S ₂		
1	Permissive style is characterized by a lack of	3.35	1.21	2.40	1.35	2.88	S

	involvement						
2	The environment is non-punitive	3.29	1.18	3.80	0.79	-1.77	NS
3	There are few demands on students	3.12	1.21	3.70	1.06	-1.74	NS
4	There is a lot of freedom	3.75	1.17	3.21	1.74	3.62	S

Note: \bar{X} = mean, S = standard deviation, $n_1= 150$, $n_2= 249$, $t - tab = 1.96$, $P = 0.05$, $df = 397$, NS = not significance, S = significant

Table 6 shows, the t-distribution of the opinion of permissive management style and performance of students in public secondary schools in Imo State. The data revealed a non-significant in the option of permissive management style. Such permissive management style included items numbers such as 2 and 3 ($t-cal < t-tab$ at $df 397$ and $\alpha = 0.05$). In view of this therefore, the null hypothesis of no significant relationship between permissive classroom management style and performance of students in Imo State Public Secondary schools, in respect of those items were accepted. The result also shows that the calculated t-value of permissive management style such as items numbers 1 and 4 were more than the corresponding table t-value at 397 df and $\alpha = 0.05$. This indicated that there is significant relationship between permissive classroom management style and performance of students in Imo State Public Secondary schools. The related null hypothesis was therefore rejected in this respect.

Findings

Ineffective permissive classroom management strategies influenced performance of in the classroom. This study implies that the listed items of permissive management style have negative influence on performance in the classroom. However, the permissive style is characterized by a lack of involvement, the environment is non-punitive, there are few demands on students, and there is a lot of freedom (Baumrind, 2014). In a study conducted by Johnson and Trussell, (2013), teachers who used ineffective permissive classroom management strategies experienced consistent student disturbances and an increased number of verbal interruptions. While it may seem that these disruptions add up to nothing more than mere annoyances, this is certainly not the case. A study conducted by Olsen, (2013) found that hyperactivity and inattention in Kindergarten was more predictive of high school dropout than aggression or oppositional behavior. Furthermore, Clunies-Ross, Little and Kienhuis, (2008) noted that children who exhibit behavior problems are more at risk for developing serious disorders in adolescence, such as conduct disorder. In a longitudinal study conducted by Fergusson and Horwood, (2014) conduct problems between the ages of seven and nine years were associated with the following domains after confounding variables such as economic disadvantage, family conflict, child abuse, ethnicity, and gender were controlled for: crime (including violent offenses and imprisonment), substance use (including nicotine and illegal drug dependence), mental health (including major depression/anxiety disorders, antisocial personality disorder, and attempted suicide), and sexual relationships (including 10+ sexual partners, teen pregnancy, and domestic violence).

4. Conclusion

The result depicted by Table 4.12 shows, the t-distribution of the opinion of permissive management style and performance of students in public secondary schools in Imo State. The data revealed a non-significant in the option of permissive management style. Such permissive

management style included items numbers such as 2 and 3 (t-cal t-tab at df 397 and = 0.05).

5. Recommendation

Ineffective permissive classroom management strategies hamper indulgent classroom management style, hence teachers should be trained by management to overcome such negativity.

References

- Abbott, R. D., O'Donnell, J., Hawkins, J. D., Hill, K. G., Kosterman, R., & Catalano, R. F. (1998). Changing teaching practices to promote achievement and bonding to school. *Journal of Orthopsychiatry*, 68, 542-552.
- Afianmagbon, B.E., and Nwokocha M.C. Afianmagbon, B.E.V. (2011). The imperative of personnel management in vocational education, managing technical and vocational education in the era of globalization (pp 47-53). Nigeria Association for educational administration and planning.
- Agba, A.M.O., Ikoh, I.M., & Noah I.A. (2010). Teachers' Leadership Style, Classroom Variables and Students' Academic Performance in Calabar Metropolis. *Nigeria. Educational Research*, 1(6), 178-185.
- Akinada, F. (2017). Predictors of Academic performance in selected secondary schools in Ikeja Local Government, Education District of Lagos state of Nigeria Unpublished.
- Akinboye, J.O. (2015). *The Psychology of Nigeria Adolescents*. Ibadan: University press.
- Akinrinmade, B. (2015). Impact of Resource Adequacy and utilization on Students Academic Performance in Ondo West of Ondo State. www.fairvbury.com
- Akiri, A.A. and Ugborugbo, N.M. (2009). Teachers Effectiveness and Students academic performance in Public Secondary Schools in Delta State. *Scientific Journals*, 3(2): 107-113.
- Akpakwu, S . O. (2003). Management of Classroom towards a successful Universal Basic Science Education Scheme. In the Nigerian Academic Forum. *A multi disciplinary Journal*, 4(2) 16 – 20.
- Akpakwu, S. O. (2008). *Essentials of Educational Management*. Makurdi, Jalim Press Nigeria Ltd.

- Akubue, N.A. (2005). *Educational Management in Nigeria Theory and Practice* Aba: Assembles of God Press.
- Alia, A. (2017). The Effect of Classroom Management Practices on Students' Academic performance in Nigeria. iproject.com.ng/education.
- Algozzine, B., Wang, C., & Violette, A. S. (2011). Reexamining the relationship between academic achievement and social behavior. *Journal of Positive Behavior Interventions*, 13, 3-16.
- Alliakbari, M. and bafrin, B. (2015). Assertive Classroom Management strategies and students performance: The case of EFL Classroom (Published online).
- Allen, K.P. (2010). Classroom Management, Bullying and Teacher Practices. *The Professional Educator*, 34(1).
- Anyuagu, E.A. (2016). Factors which affect job satisfaction and Dissatisfaction of primary school Headmasters in Edo State of Nigeria. *Journal of All Nigerian Conference of Principals of secondary schools*, 4(3): 137-149.
- Anselmus, M.O. (2014). Classroom goal structures, social satisfaction and the perceived value of academic tasks. *British Journal of Education Psychology*, 67(1): 1-12.
- Ahmad, M., Abid, T.A. and Ayub, A.W. (2017). *What Matters in College: Four Critical Years Revisited*. San Francisco: Jossey-Bias.
- Astin, A.W., & Astin, H.S. (2000). *Leadership Reconsidered: Engaging Higher Education in Social Change*, Battle Creek, MI: W.K. Kellogg Foundation.
- Austin, J. L., & Agar, G. (2005). Helping young children follow their teachers' directions: The utility of high probability command sequences in pre-K and kindergarten classrooms. *Education and Treatment of Children*, 28, 222-236.
- Aziude, M. (2007). *An introduction to Guidance and counseling*. Enugu: Falcon Publishers.
- Babalola, J.B. and Aina, M. (2017). *Overview of Educational Management, in Educational Management thoughts and practice*. Published by Codat Publication, Ibadan.
- Balanton, C., Josh, P. and Zimmerman, B.I. (2014). *Rethinking Student discipline*. Thousand Oaks. C.A. Conwin Press.

- Balawin, J. (2010): Effective Classroom Management and Instruction: A knowledge base for consultation. Alternative Education delivery system.
- Bali, V. A., Anagnostopoulos, D. & Roberts, R. (2005). Toward a political explanation of grade retention. *Educational Evaluation and Policy Analysis*, 27, 133-155.
- Baumrind, D. (2007). Current Patterns of Parental Authority. *Developmental Psychology Monographs*, 4(1).
- Bhosle, K. (2010). Teachers' use of approval and disapproval in the classroom. *Educational Psychology*, 20(2): 431-446.
- Bernd (1016). *Determinant of Academic Achievement in Liberia*. Atlanta: the Perspective.
- Bohn, C. M., Roehrig, A. D., & Pressley, M. (2004). The first days of school in the classrooms of two more effective and four less effective primary-grades teachers. *The Elementary School Journal*, 4(2): 269-287.
- Bohn, C.M. Tell, C. and Hayman, J.L. (2009). Best practices in classroom discipline. National Association of School Psychologist.
- Bratti, M., & Staffolani, S. (2002). *Student time allocation and educationa production function university department of economics working*. Canada: Thomson.
- Briton, M. and Abraham A.N. (2010). Classroom environment. Retrieved from http://sitemaker.umich.edu/meg_Briton/creating_a_classroom-environment.
- Broomfield, C. (2006). PGCE secondary trainee teachers & effective behaviour management: An evaluation and commentary. *Support for Learning*, 21(12):188-193.
- Burden, P. R. (2003). *Classroom management:Creating a successful learning community*. Los Angeles: Sage.
- Burden, P.R. (2016). Classroom Management: Getting a successful learning community (2nd ed.) Hoboken NJ. Conduct and Practice in Nigeria. Approaches in International forma of Research Development, Sierra Lone: 613-629.
- Cambridge University Reporter, (2003):
- Cambridge University Reporter, (2012):

- Canter, L., & Canter, M. (2014). *Assertive discipline: A take charge approach for today's educator*. New York: Longman.
- Chang, and Zhao, P. (2010). The Study on the relations among perfections and coping style and interpersonal relationship of university students. *Asian Social Science*, 6(1), 145.
- Charles, C. M., & Senter, G. W. (2008). *Elementary Classroom Management* (5th Ed.). Boston: Allyn & Bacon.
- Clement, M.C. (2010). Preparing Teachers for Classroom Management: The Teacher Educator's Role. *Delta Kappa Gamma Bulletin*, 77(1): 41-44.
- Clotfelter, C.T., Ladd, H.F., & Vigdor, J.L. (2005). Who Teaches Whom? Race and the Distribution of Novice Teachers. *Economics of Education Review*, 24(4), 377-392.
- Clotfelter, C.T., Ladd, H.F., Vigdor, J.L., & Wheeler, J. (2007). High Povert Schools and the Distribution of Teachers and Principals (Working Paper), Washington, DC: National Centre for Analysis of Longitudinal Data in Educational Research.
- Considine, G., & Zappala, G. (2002). Influence of social and economic disadvantage in the academic performance of school students in Australia. *Journal of Sociology*, 38(30): 129- 148.
- Clunies-Ross, P., Little, E., & Kienhuis, M. (2008). Self-reported and actual use of proactive and reactive classroom management strategies and their relationship with teacher stress and student behaviour. *Educational Psychology*, 28(1): 693-710.
- Codding, R. S., & Smyth, C. A. (2008). Using performance feedback to decrease classroom transition time and examine collateral effects on academic engagement. *Journal of Educational and Psychological Consultation*, 18(3): 325-345.
- Dougherty, U.L. (2002). Grade-related changes in the school Environment effects on achievement motivation. *Journal of Advances in Motivation and Achievement*, 3(3): 155-165.
- Donovan, M.S., & Cross, C.T. (2002). The Discipline Dilemma: Problem and Promises. *Education*, 115(2), 308-314.
- Donovan, M.S., & Cross, C.T. (2009). *Minority Students in Special and Gifted Education*. Washington, DC: National Academy Press.

- Darling-Hammond, L. (2006). Inequality and Access to knowledge in J.A. Banks and C.A. McGee Banks (Eds). *Handbook of Research on Multicultural Education*. New York McGee Publishers.
- Downer, J.T., La Paro, K.M., Pianta, R.C., & Rimm-Kaufman, S.E. (2005). The Contribution of Classroom Setting and Quality of Instruction to Children's behaviour in Kindergarten Classrooms. *The Elementary School Journal*, 105(4), 377-394.
- Denga, S.I. (2009). *Human Resource Management*. Makurdi: Oracle Business Ltd.
- Doyle, M. H. (2009). Behaviour Management in classroom: Guidelines for maintaining control. *Schools in the Middle*, 1(12):14-18.
- Emmer, B.T., Stough, L.M. (2007). Classroom Management: A critical part of educational Psychology, with implications for teacher education, *Educational Psychologists*, 36 (Taylor and Francis Online).
- Emmer, E. T., & Stough, L. M. (2003). Classroom management:A critical part of educational psychology, with implications for teacher education. *Educational Psychologist*, 36(6),103–112.
- Emmer, E.T. & Stough, L. M. (2001). Classroom Management: Research and Implication. Austin, TX: Research and Development Centre for Teacher Education, University of Texas, ERIC, ED251448.
- Essien, I. (2017): Report on high education performance. Oxford University Press: London.
- Evertson. C.M., Emmer. E.T., Sanford, I.P., & Clements, B.S. (2003). Improving Classroom Management: An Experiment in Elementary School Classrooms. *The Elementary School Journal*, 84(2), 173-188.
- Farell, L.A. (2005). *Classroom Management: Empowering Teacher-Leaders*. McGraw-hill, Delhi.
- Fehintola, J.O. (2014). Teachers' Characteristics as correlate of students academic performance among secondary school students. Saki-West L.G.A, Oyo State, *Journal of Educational. Social Research*, MCSER Vol. 4, No6. Publishing Rome-Italy.
- Fergusson, D. M., Horwood, L. J., & Ridder, E. M. (2008). Show me the child at seven: The consequences of conduct problems in childhood for psychosocial functioning in adulthood. *Journal of Child Psychology and Psychiatry*, 46(3): 837-849.

- Fergusson, D. M., Horwood, L. J., & Ridder, E. M. (2005). Character Education for Developing Youth Leadership. *Education Digest*, 65(4), 11-16.
- Freiberg, H.J., & Lamb, S.M. (2009). Dimensions of Person-centered Classroom Management. *Theory Into Practice*, 48(2): 99-105.
- Freiberg, H.J., Huzinee, C.A., & Templeton S.M. (2009). Classroom Management – a Pathway to Student Achievement: A Study of Fourteen Inner-City Elementary Schools. *The Elementary School Journal*, 110(1), 63-80.
- Froyen, L. A., & Iverson, A. M. (2016). School wide and classroom management. *The Reflective Educator-Leader*, 21(20): 132-146.
- Fisher, M., Fuller, B. and Heynemann, S.P. (2015). Third World School Quality: current collapse. *Future Potential Education Researcher*.
- Fuller, M.M. (2006). Effective Classroom Management at the beginning of the School Year. *The Elementary School Journal*, 80(5), 219-231.
- Ginott, H. (1972). Theory of Classroom management: Revisiting Ginott's congruent Communication after Thirty years (2001). *The Clearing House*, 74 (No. 4) Haim Ginott Retrieved 10/26/07 from <http://www.betweenparentsandchild.com>.
- Gayson, P.A. (2000). *Concept of Productivity*, London, Macmillan.
- Gottlieb, J., Gottlieb, B. W., & Trongone, S. (1991). Parent and teacher referrals for a psychoeducational evaluation. *Journal of Special Education*, 25, 155-167.
- Gottlieb, J., & Polirstok, S. (2005). Program to reduce behavioral infractions and referrals to special education. *Children & Schools*, 27, 53-57.
- Handler, P. and Feinbeg, H. (2011). Teacher evaluations and school improvement: Improving students performance. *Journal of Further and Higher Education*, 15 (2), 135-147.
- Harrell, P., Leavell, A., vanTassel, F., & Mc Kee, K. (2004). No Teacher Left Behind: Results of a Five-Year Study of Teacher Attrition. *Action in Teacher Education*, 26, 47-59.
- Hester, M. Gable C, and Meaning, H. (2003). Another look at student motivation: A Qualitative study. Retrieved from <http://eric.ed.gov/PDFS/ED398524> pdf.

- Hastings, R.M. and Bham, T.C. (2003). Motivational and Self-Regulated learning components of classroom academic performance J. Educ. Psychol. 82.33-40.
- Higgins, D.C. and Moule, H.J. (2009). The Role of student-tecaher relationship in the lives of fifth graders: a mixed methods analysis. Unpublished Ph.D. Dissertation, Graduate College-University of Nebraska, Lincoln USA.
- Hart, D. (2010). Creating motivating learning environments: What we can learn from researches and students. English Journal, 1.25-29. Retrieved from <https://dx.doi.org/10.1177/0022487>.
- Hindeman, E.G. Students Profiles and factors affecting performance Int. J. Math. Educ.sci. technol. (2016). Vol. 32, No. 1.97-104.
- Hinderman G.L. (2016). What makes good teachers good? Across-case analysis of the connection between teacher effectiveness and student achievement. Journal of Teacher Education, 62 (4), 339-355.
- Ibe, J. and Ibekweonye, A. (2014). Academic performance of Secondary School Students in Owerri Municipal Council of Imo State. An unpublished B. Ed project. Alvan Ikoku College of Education Owerri, Nigeria.
- Idowu, A.I. (2012). The learning environment of the Nigerian Child.
- Imo State Government (2010). *About Imo State*. Imo State, Nigeria: Imo State Government.
- Infantino, A.I. and little, S.G. (2013). Discipline that develops self discipline. E.I. Segurdi, CA: Tip Publications.
- Ingersoll, M. (2001). High Student Achievement through Classroom Management. Action Research Papers 61 Sophia Publishers.
- James, M., & Chilva, H. (1979). Conceptualizing Classroom Management. In D. Duke (Ed.), Classroom Management (1-41) (Seventy-eight Yearbook of the National Society for the Study of Education, Part 2). Chicago, IL: University of Chicago Press.
- Johnson, D. (2001). The Determinants of Academic Achievement in Liberia. Atlanta the perspectives.

- Johnson, M. Brooks, H. (2009). The relationship between Teacher practice and student performance: Educational Assessment.
- Jackson, V. (2009). Student Teachers' Conceptions of Classroom Control. *Journal of Educational Research*, 88(2), 109-117.
- Jones, V. F., & Jones, L. S. (1995). *Comprehensive classroom management*. New York: Teachers college press.
- Kalagbo, A.F. (2016). School-wide approach for Managing problem behaviour. *Interventions in School and clinic*, 37 (1), 3-8.
- Kaushar, C.A. (2013). The sense of belonging and its relationship to academic motivation. Educational Research Association. Chicago, IL. 3-7.
- Kern, C.J. and Clemens, R.A. (2007). Applying behavioural Principles in the classroom: creating Responsive Lear Environments. *The Teacher Educator*, 34(2): 144-156.
- Kohn, A. (1997). Ideal Classroom Management Theory: Wikipedia 2007.
- Kohn, A. (2004). *Classroom Management and Behavioural Theory*. New York: Helt, Rinechart and Winston, Theories and Practice: Navigation search.
- Kulinna, E., Cothran, O.E. and Regualos, C.U. (2003). Teachers' Quality as Correlate of students Academic Performance in Biology in Senior Secondary School in Ondo State Nigeria: *Journal of Education Research*.
- Kuunis, E.T. (1977). Effective Management at the Beginning of the School Year in Junior High Classes. *Journal of Educational Psychology*, 74(4): 485-498.
- Kurz, O.S. and Elliott, A.C. (2011). The effect of the relationship between classroom student diversity and teacher capacity on study performance. Executive summary. Conclusions and recommendations for educational policy and practice. Austin, TX: The strategic Management of the Classroom learning Enterprise Research Series.
- Kolawole, P. (2014). Differences in Instructional Activities in Higher- and Lower-Achieving Junior High Enelish and Math Classes. *The Elementary School Journal*, 82(4), 329-350.
- Kyiacoll, W.J. (2005). Methods of Proactive Classroom Management. *School Psychol. Rev*, 12(4):227-242.

- Landan, J.O. (2009). *Education and Productivity on Nigeria: An Overview* in E.O Fagbaniye and D.O Duro Saro (Eds) *Education and Productivity in Nigeria*. Illorin: Hartee Press and Publishing Ltd.
- Leflot, J., Van Lier, P., Onghena, M. nad Colpin, T. (2010). Student performance and student Growth as measure of success: An evaluator's perspective paper presented at annual meeting of the American Educational Research Association. New Orleans, Louisiana.
- Lemov, D. (2010). *Teach like a Champion: 49 Techniques that put Students on the Path to College*. San Francisco, CA: Jossey-Bass.
- Leflot, J. (2010). Analysis of factors influencing students' Academic performance in public and private secondary schools in River State Nigeria. *Journal of Education and Practice*, 7(28): 128-133.
- Lieberman, J.A. (2000). *Self-concept, Hillsdale*. NJ: Lawrence Erlbaum
- Little, S.G. and Akin-little, A. (2003). No More Mr. Nice Guy: Pre-service Teachers' Conflict with Classroom Management in a Predominantly African-American Urban Elementary School. *Multicultural Perspectives*, 11(3), 132-138.
- Little, S.G. and Akin-little, A. (2009). Psychology's contributions to classroom management. *Psychology in the schools*, 45 (3), 227-234.
- johnson, M., and Trusell, K., (2013). Helping beginning teachers foster healthy classroom management: implication for elementary, elementary school guidance and counseling, 31 (2), 106.
- Luiselli, M., Putnam, L., Handler, Y., and Feinberge, K. (2005). *Good Teaching Matters: How Well-qualified Teachers can Close the Gap*. Washington, DC: Education Trust.
- Maag, N.A. (2001). Classroom Management: Students' perspectives, goal and strategies. *American Educational Research Journal*, 2(3): 437-459.
- Minnesota, J. M. (2007). *Educational Psychology Classroom Practice*. New York: Sage.
- Malone and Tietjens (2012). Decision making in early childhood intervention, early Childhood Education. *Journal of Educational Systems*, 30(4), 265-273.

- Mariano, Mazano, K.J. Maezano, J.S. and Pickering, D. (2003). *Classroom Management ... works: Research-based strategies for every teacher*, USA: Association for supervision and curriculum development.
- Marzano, R. (2003). *Renewing Civic Capacity: Preparing College Students for Service and Citizenship* (ASHE-ERIC Higher Education Report No.8). Washington, DC: George Washington University.
- Marzano, R., Marzano, J. & Pickering, D. (2003). *Classroom Management that Works: Research-based Strategies for Every Teacher*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Mariano, J., Marzano, R. Maezano, J.S. and Pickering, D. (2007). *Quality Classroom: Quality Teaching Tools that Facilitates Students Success*. Paper presented at the Annual Meeting of the NISOP. International Conference on Teaching Excellence.
- Martin, N. K., & Sass, D. A. (2010). Construct validation of the behavior and instructional management scale. *Teaching and Teacher Education*, 26(10), 1124–1135.
- Martin, N.K., Mayall, H. & Yin, Z. (2011). *Classroom Management Training, Teaching Experience and Gender: Do these Variables Impact Teachers' Attitudes and Beliefs toward Classroom Management Style?* Paper presented at: The Annual Conference of Southwest Educational Research Association. Austin, TX.
- Maslow, A.H. (1943). *Motivation and Personality*. New York: Harper and Row.
- Matheson, W. and Shriver, H.A. (2015). *Classroom Management: International Educational Studies: Vol.5. No. 5: Canada: Canadian Center of Science and Education*.
- Matheson, P. and Shriver, L. (2005). Essential elements of strong parent involvement programs. *Educational leadership*, 47(2): 18-20.
- Mentor, S. (2006). *Excellent teachers: Exploring self constructs. Role and Personal Challenges*, paper presented at the Australian Association for Research in Education (AARE) Conference. Retrieved.
- Milner, H.R. & Tenore, F.B. (2010). *Classroom Management in diverse Classrooms. Urban Education*, 45(5), 560-603.

- Mecarthy, M.J. and Carterm, J. (2005). Social Skills instruction for students with high incidence disabilities. A school-based intervention to address acquisition deficits. *Preventing school failure*, 49(2): 27-39.
- Morse, S.W. (2004). *Smart Communities: How Citizens and Local Leaders can use Strategic Thinking to Build a Bright Future*. San Francisco: Jossey-Bias.
- National Bureau of Statistics of Nigeria (NBSN) (2007). [2006 Population Census](#)
- National Population Commission (NPC)(2017). 2006 PHC Priority Tables – NATIONAL POPULATION COMMISSION. population.gov.ng.
- Nelson, T.G. (2008). The relationship between dimensions of classroom and family environments and the self-concept, achievement grade 7 and 8 students. *J. Commun. Psycho.*, 12:276-287.
- Nunan, D. (2015). Closing the gap between learning and instruction. *TESOL Quarterly*, 29(12): 133–158.
- Nwahunanya, C.I. (2017). Student’s perception of ways of ways of curbing examination malpractices in secondary school: current issues in Nigeria Education: A book of reading on Ofeghara (ed), Enugu, Chi-zo Press ltd. 149-159.
- Nwaogu, C. (2005). *Research Methods in Administrative and Social Science*. Enugu, Amadi Educational Services.
- Nwankwo, K. (2014). *Educational Management Problems and Prospects. Crises an Challenges in Highe Education University of Nsukka*.
- Nwokocha, A.H. (2011). The relationship between dimensions of classroom and family environments and the self-concept, achievement grade 7 and 8 students. *Journal of Communication and Psychology*, 11(1):139-144.
- Nzabihimana, K. (2010). *Educational Management: A hardwork for West Africa Administrators and Managers*. London: Pelican.
- Ormrod, J. E. (2003). *Educational psychology: Developing learners* (4th ed.). Boston Burr Ridge: McGraw Hill.

- Oliver, M. and Reschy, T. (2011). Class size and Policy: The Plot Thickens. *Contemporary Education*, 63(1): 17-23.
- Oliver, M. and Reschy, T. (2013). *Comprehensive behaviour Management: individualized, classroom and school wide approaches*. (2 Ed.). Thousand Oaks: SHGE Publications. Inc.
- Olurudara, M.C. (2014). *Classroom Management: New Teacher Resource handball*. Nigeria: Prince George Country Public Schools.
- Okeke, G.C. (2015). A lead paper on Curriculum Organization of Nigeria (Calabar Chapter), 2, 26-39.
- OKechi, H.E. (2014). *Curriculum implementations and Instruction*. Enugu: Uniworld Educational publishers (Nig) Ltd.
- Onuoha, H.B. (2010). *Fundamentals in Education Administration and Planning*. Enugu: Magnet Business Enterprises.
- Okebukola, P.A.O. (2013). Trend in funding Educational. National Concord Newspaper, July 4, p.190.
- Okeke, F.N. and Anyaogu, R.O. (2017). *Organizational theories and Human Management Practice in Education*. Owerri, Imo State: Career Publishers.
- Onwuegbu, B.C. (2014). *Classroom Organization, discovery Teaching*, 5th dimension Publishers, Enugu.
- Okonkwo, I.S. (2013). Teacher Motivation: A factor for Classroom effectiveness and school improvement in Nigeria. Gala group. Retrieved Sept. 15 2014.
- Ojoawo, A.O. (2013): Effects of Differential Distribution of Resources on Schools Performance in WASC Examination in Oyo State Secondary Schools. Unpublished Ph.D Thesis University of Ibadan.
- Ogo, M. (2012). Institutional Factors as correlates of Students Academic performance in Abia and Imo States secondary school: implication for Educational Management, Uturu, Abia State. Unpublished Ph.D Thesis Abia University Uturu.
- Ogunjobi, M.C. (2018). Analysis of the relationship between class size and academic performance of Students in Ojo L.G.A Lagos. *Nigeria, Ability and Achievement Journal of Education Research*,4(1): 134-149.

- Oku, O.O. (2013). *Classroom organization and Management Practical strategies that work*. Nigeria: Fellymark Global Prints.
- Ohuong, A.V. (2010). *Influences of Classroom Characteristics and Teacher-Student Relations on Student Academic Achievement*. University of Maryland, College Park Lagos.
- Onyejiaka, B.O. (2011). *The menace of Examination, Malpractice on our Economy*. Imo State: A Publication of Nigeria Union of Teachers.
- Owuegbu, F.K. (2011). Teacher quality as correlate of students' academic performance.
- Oyebade, S.A. (2014). Personnel Practice and role stress as correlates of students academic performance in Public and private secondary schools in Lagos, Nigeria.
- Ozurumba, C.N. (2016). Effects of Examination Malpractice on the functionality of Nigeria Educational system: Approaches in international Journal of research development. Sierra Leone: West and Solomon Corporate ideas ldt and National Association.
- Palmer, B.E. (2008). *Humanization of the Learning Environment*, Air Lington V.A (ERIC Document Production Service No ED066929).
- Posner, R.A. (2004). The Future of the Student. *Edited Law Reviews*, LEGAL AFF.
- Peretomode, V.F. (1992). *Educational Administration Applied concepts and Theoretical Perspectives*. Lagos: Joja Educational Research and Publishers.
- Poulou, M.S. (2009). Classroom Interactions: Teachers' and Students' Perceptions. *Research in Education*, 82, 103-106.
- Phuong, C. and Annavu, K. (2010). Behaviour modifications of studying through study skills advice and self-control procedure. *Journal Counseling Psychology*, 22 (5) 431-436.
- Peske, J.W. and Haycock, G.N. (2006). Effects of Examination Malpractice on the functionality of Nigeria Education Systems: Approaches in International journal of research development. Sierra Leone: West and Solomon Corporate ideas Ltd and National Association.
- Reinke, F. Sophia, P., and Angle. L. C. (2008). Renike, F. Wehlage, G.G. Lambore, S.D. and Straham The Good behaviour Game: 2004-2008. *Behaviour Modification* 30, 2, 225-253.

- Richiman, M. and Famer, C.O. (2018). Analysis of the relationship between class size and academic performance.
- Strough, K. (2002). Value added assessment from students' achievement data: Opportunities and hurdles. *Journal of personal evaluation in education*, 14 (4), 329-339. Retrieved on the 4th of April 2018, from <https://pdf.Scientificscholar.org>
- Strough, K. (2007). Value added assessment from student achievement data: Opportunities and hurdles. *Journal of Personnel Evaluation in Education*, 14 (4) – 329-339.
- Sugai, W.L. and Horner, J.C. (2002). Cumulative and residual effect of teachers of future student academic achievement. Retrieved from <http://citescerx.ist.psu.edu>.
- Sanhiry, A.A., Kawatkar, O. Dutta, A. and Bhosle .M. (2010), Predictors of Academic Performance at Two University: The Effect of Academic Progression College of Pharmacy, University of Houston.
- Saghir, A. Abid, H.C., and Alia, Y. and Mukarka, Z. (2017). Relationship of Classroom Management Strategies with Academic performance of students at College Level, Institute of Education and Research, University of Punjab, Lahore. *Bulletin of Education and Research*: vol. 39 no. 2 pp 239-249.
- Sugai, W.L. and Horner, J.C. & Gresham, N. (2002). *Development Assets: A Synthesis of the Scientific Research on Adolescent Development*. Minneapolis: Search Institute.
- Secondary Education Management Board (2018). Record and statistics. Imo State, Owerri.
- Simonsen, H., Fairbanks, M., Briesch, S.E., Myers, P. and Suga C.H. (2008). Motivational and self-regulated learning components of classroom academic performance.
- Sunder M. and Mills, K.H. (2008). Freeing Resources for improving Schools: A case study of Teacher Allocation in Boston Public Schools. *Educational Evaluation and Policy Analysis*, 17 (4), 476-493.
- Shawer, S. (2010). The influence of assertive classroom management strategy use on student teacher pedagogical skills. *Academic Leadership*, 8(2), 1-20.
- Shindler, J., Jones, A., Williams, A., Taylor, C & Cadenas, H. (2009). Exploring below the Surface: School Climate Assessment and Improvement as the Key to Bridging the Achievement Gap, A Paper Presented at the Annual Meeting of the Washington State Office of the Superintendent of Public Instruction, Seattle WA.

- Short, P. M., & Short, R. J. (2009). Perceived classroom environment and student behavior in secondary schools. *Educational Research Quarterly*, 12(3), 35-39.
- Simonsen, H. (2018). Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational psychology*, 8(2): 33-40.
- Skinfolarin, C. Ayandoya, B. and Caroline A. (2017). Academic Supervision as correlate of students academic performance in secondary school in Ekiti State. Adekunle Ajasin University Akungba-Akoko, Nigeria, ajoro 123@yahoo.com.
- Strong, P., Ward, N., Tucher, T. and Hinderman, W. (2008). *Behavioural Modification and Reinforcement Theory, Reinforcing positive Behaviour*. Management: Plan.
- Stichter, H.N., Boyle, P. and Weisberg D. (2009). Classroom goal and colleague structures, social satisfaction and the perceived value of academic tasks. *British Journal of Education, psychology*, 6(7): 1-12.
- Stichter, H.N., Boyle, P. and Weisberg D. (2006). *Effective Classroom Management and Instruction: A knowledge base for consultation*. Washington, DC: National Association of School Psychologists.
- Stoughton, E. H. (2007). How will I get them to behave? Pre service teachers reflect on classroom management. *Teaching and Teacher Education*, 23(21), 1024–1037.
- Sutherland, J.E. Mary Z. (2006). Teacher behaviour and Student achievement. In M.C. Withock (Ed.), *Handbook of research on teaching* (3rd ed., pp. 328-375). New York.
- Tal, C. (2010). Case studies to deepen understanding and enhance classroom management skills in preschool teacher training. *Early Childhood Education Journal*, 3(8), 143-152.
- Tietjens, D. (2000). Classroom Management and Students' self esteem: creating positive classroom.
- Torrance, M. and Storm, G. (2008). Mental and Physical Traits of a Thomsan Gifted Children. Academic Achievement. Genetic Studies Vol. 1. Standford, California Standard University.

- Tsui, M. (2014). *Educational Psychology: Developing learners* (4th Ed.) Boston Burr Ridge: McGraw Hill.
- Unal, Z. & Unal, A. (2009). Comparing Beginning and Experienced Teachers' Perceptions of Classroom Management Beliefs and Practices in Elementary Schools in Turkey. *The Educational Forum*, 73(3), 256-270.
- Vanguard, Nigeria (2 June 2015). Exploring the resource control option – Imo State, by Futureview CEO, Elizabeth Ebi. vanguardngr.com.
- Vitaro, F., Brendgren, M., Larose, S., & Trembley, R. E. (2005). Kindergarten disruptive behaviors, protective factors, and educational achievement by early adulthood. *Journal of Educational Psychology*, 9(7): 617-629.
- Walker, F. (2009). *Tools for Teaching*. Hong Kong: Frederic H. Jones and Associates. Inc.
- Wehby, J., Tally, P. and Falk, G.U. (2010). The relationship between teacher performance evaluation scores and students achievement: Evidence from Cincinnati. *Peabody Journal of Education* 79 (4). 33-53.
- Weiner, G. (2010). *Developing self-discipline and preventing and correcting misbehavior*. Boston.
- Wong, H. and Wong, A. (2005). *Relationship between Teacher Satisfaction and Job Programme in Tsukuba Secondary Schools*. Unpublished M.E Dissertation Faculty of Education in University of Tsukuba.
- Zhang, X., & Zhao, P. (2010). The study on the relations among perfectionism and coping style and interpersonal relationship of university students. *Asian Social Science*, 6(1), 145-155.
- Zimmerman-Oster, K. & Burkhardt, J.C. (1999). *Leadership in the making: Impact and Insights from Leadership development Programs in U.S. Colleges and Universities*. Battle Creek, MI: W. K. Kellogg Foundation.