

Full Length Research Paper

Expression of classroom management principles by secondary schools' teachers

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Expression of classroom management principles by secondary schools' teachers is the submission in this article. Six (6) secondary schools were randomly selected from western section of Owo, in Ondo State of Nigeria. Twelve (12) teachers selected using non-probability quota sampling technique, from the population, participated under observation in classrooms. Subjects that the teachers taught in Junior Secondary School (JSS) were Social Studies and English Language while Economics/Accounts/Commerce as a group and Geography/Government as another group, were taught in Senior Secondary School (SSS). A Summary of classroom management principles (SCMP) was used to record observation of each teacher. Also used was a form to obtain demographic data of each teacher after observation and a tape recorder which was put on from beginning to the end of a class. Analysis of data collected showed that only two and a half out of seven principles which centered on physical arrangement were adequately expressed; one teacher only demonstrated with-it-ness once, another teacher expressed pacing skill, while 11/12 of the teachers exhibited self-presentation; three teachers out of the twelve passed classroom management principles which directly hinged on teacher-learners' inter-actions. Curriculum specialists especially those that are focused on effective teaching, have much work to do with respect to students as well as serving teachers to improve this situation so that effective teaching may be realizable.

Key words: Classroom management, classroom organization, classroom discipline, classroom control, effective teaching.

INTRODUCTION

Expression of classroom management principles in this article is used to mean observance of classroom principles. It connotes the extent to which teachers in secondary schools in the identified population complied with, followed or kept to classroom management principles practically. It stresses physically identifiable issues which hinge on a teacher's performance (Geddes and Grosset, 2003). Martin and Ross (2001) put the term 'expression' perhaps in simpler and clearer perspectives as the act of putting into words, showing by look, voice, action, sign or figure; manifestation in action, condition, or otherwise of any act, quality, or feeling or declaration; Federal Street Press (2006) has similar ideas. Manifestation of quality especially seems quite appropriate for this article. Expression of classroom management principles is partly a manifestation which portrays the quality of teaching.

Alvey (Jr.) (2006) observed that some individuals are

more effective than others in teaching-learning process; accordingly, their relationships with students, materials that they use, and procedures that they follow, can be adapted to improve the teaching-learning process. McNergney and McNergney (2007: 320) explained effective teaching as teaching that helps students learn; several authors agree including Sadker and Sadker (2005), Pollard et al. (2008: 308).

One component of effective teaching sufficiently supported by literature is classroom management (Encyclopedia Britannica, 1998; Marland, 2002; Sadker and Sadker, 2005; Leaman, 2006; McNergney and McNergney, 2007; Wiles and Bondi, 2007; Marzano, 2007; Mishra, 2008; Kratochwill, 2008; Pollard et al., 2008; Oliver, 2009; Elliot and Bolden, 2009. McNergney and McNergney defined classroom management as 'collective ability of teachers, students, administrators, school boards, and even the police and the courts to

establish a common framework for social and academic interactions'. Oliver (2009: 3) defined teacher-mediated classroom management practices as classroom procedures implemented by teachers in classroom settings with all students in order to teach positive social behaviour and reduce negative behaviour. Prior to this definition, Oliver referred to a definition on classroom management which was presented by Evertson and Weinstein (2006) as any action a teacher takes to create an environment that supports and facilitates both academic and social-emotional learning. Because this author could not access the definition by self, he prefers to use the same definition of Evertson and Weinstein (2006) which was quoted by Kratochwill (2008: 1). Following the presentation, classroom management has two distinct objectives: 'it not only seeks to establish and sustain an orderly environment so students can engage in meaningful learning, it also aims to enhance student social and moral growth'.

Three definitions of classroom management have been presented (McNergney and McNergney, 2007; Oliver, 2009; Evertson and Weinstein, 2006). It could be seen that the end product of the definition of McNergney and McNergney (2007) stresses inter-actions, which Oliver (2009) emphasizes behaviour, while that of Evertson and Weinstein (2006) underscores learning. In effective teaching, all the three perspectives are important. Interaction is a centre of activity based teaching or discussion which is useful in theory related subject matter (Akande 2002: 85-86; Seweje, 2004: 123). But interaction is expected to produce something in effective teaching. Behaviour may be broadly seen as any action be it abstract or concrete (comportment, conduct, or manner: Geddes and Grosset, 2003: anything done: Summers, 2007) in this context, of a student. Any action (comportment, conduct, or manner) implies possibility, several, or options. Tersely, the definition, obviously due to the emphasis of the author on disruptive behaviour', de-emphasizes the end product of the classroom that is, learning, which the definition of Evertson and Weinstein (2006) focuses on. To the effective teaching specialist, effective teaching has an ultimate goal, namely, learning, which is a relatively permanent modification in a behavioural tendency due to experience (Martin and Ross, 2001; Federal Street Press, 2006) (professional, that is, psychological perspective).

LITERATURE REVIEW

The essence of classroom management to meaningful learning seems to be made clear enough by literature as would be shown below. The conditions of the classroom play their part in the effectiveness of the teaching-learning situation (Encyclopedia Britannica, 1998); every teacher must realize that the classroom environment will influence the kind of learning that occurs in that room

(Wiles and Bondi, 2007); effective teachers are good managers (McNergney and McNergney, 2007: 320), every teacher is confronted with the challenge of classroom management and the action a teacher takes in a situation could be the difference between effective teaching and chaos (Marzano, 2007: 1); 'in a 2006 survey of Pre- K through 12th grade teachers' (PDF, 1.82 MB) conducted by the American Psychological Association (APA), teachers identified help with classroom management and instructional skills as their top need (Kratochwill, 2008:1); effective teachers are good organizers of academic content and instruction and good classroom management minimizes disruption and maximizes learning (Pollard et al., 2008: 308); the single commonest request for assistance from teachers is related to behaviour and classroom management and the ability of teachers to organize classrooms and manage their students' behaviour is critical to achieving positive educational results and teacher retention (Oliver, 2009: 2); effective classroom teachers require mastery of their subject matters as well as a special set of classroom management skills to be effective in the classroom (Elliot and Bolden, 2009).

It seems evident, from the fore-going, that effective teaching can hardly be possible without an appropriate classroom management system. Rudiments of classroom management principles are identifiable from the authors referred to above and others. Some highlights are: Marland (2002), a whole book which discusses classroom management virtually in most aspects. A good layout is done by Marzano (2007). The audio script touches on five main sections, namely:

1) Physical management of the classroom which is said to communicate the teacher's approach to managing instruction and learning. This arrangement includes seating, furniture, object placement, learning centres, technology and equipment required for a class, as well as decorations. Classroom materials should be organized ahead for use. The placement of desks and chairs can either facilitate or disturb the teaching enterprise. The writing board should be in a strategic position for all students to see.

2) Establish a small set of rules and procedures: between five to eight for the following areas: general classroom behaviour, beginning and ending of a period, transitions and interruptions, use of materials and equipment, group work, seatwork and teacher-led activities. Examples of each of these rules and procedures were given by Marzano (2007).

3) Interact with students on classroom rules and procedures and this should be done at the beginning of the school year. Two ways of approaching this issue are: (i) by explaining rules and procedures that the teacher had outlined and allowing students discuss them (ii) actually developing all rules and procedures with the students.

- 4) Periodically review rules and procedures and make changes where and when necessary.
- 5) Use of classroom meetings that are regularly scheduled. A convenient time, of 10 to 15 min, is suggested. It was remarked that the practice will convey the message that the students have input in developing the rules and procedures.

Marzano (2007) concluded strongly that all classrooms, no matter how well behaved, need rules and procedures. To provide for a good classroom management system, teachers should express (observe, follow, comply with) the five requirements identified.

The rules and procedures of Marzano are excluded here because of writing space and to make room for other authors such as Marland (2002) and Kratochwill (2008). For example, the latter author assembled nineteen 'dos' for his primary, secondary, and tertiary positive behaviour support system capable of taking care of large groups and individuals; eight 'don'ts' were also itemized by the same author. Most of the dos and don'ts seem familiar *but* some of them would be included later in a summary in this introduction. It may be added that Marzano referred to Evertson and Weinstein (2006) on planning and implementation of rules and procedures. He also referred to Brophy (2006) on physical arrangement of the classroom. A noteworthy contribution of Sadker and Sadker (2005: 80), McNergney and McNergney (2007: 317), Pollard et al. (2008: 310-315), and Elliot and Bolden (2009) is a set of principles geared towards tackling disruptions and they and others are called key classroom management skills by Pollard et al. (2008). They are with-it-ness, overlapping (multi-tasking), pacing, orchestration, and self- presentation. With-it-ness was explained as the ability of the teacher to be perceptually and cognitively conscious of all that is going on in the classroom. Overlapping (multi-tasking) is ability of a teacher to attend to more than one issue simultaneously or concurrently. It seems to be an off-shoot of with-it-ness or a related skill. While the above two skills are vital in curbing disruptions, the remaining three are more general. Pacing requires appropriate decision as to when an action or activity should cease for another to ensure moderation, fairness, and democracy in handling issues. Orchestration is ability of a teacher to be knowledgeable in an array of ways of motivating all students in the classroom to learn. Self- presentation by definition is how a teacher should present self to the students. Pollard et al. (2008) identified four components of self- presentation namely: i) Believing in oneself as a teacher ii) Using non-verbal clues such as gesture, posture, movement, position in the room, facial expression iii) Voice control iv) Acting as a teacher. Kratochwill (2008: 5) quoted Brophy (2006) as saying that effective classroom management principles when correctly applied, can work across all subject areas and all developmental grade levels; they can promote students' self-regulation, reduce incidence

of misbehaviour, and increase productivity (learning).

For the purpose of this article, an extract of the above review as a summary of classroom management principles would be presented below. Because the teacher is the planner and implementer of classroom management principles, she/he should:

- 1) Keep a neat and/or tidy classroom.
- 2) Ensure that all seats and desks are well arranged to suit a method.
- 3) Place her/his table at a strategic point in the classroom.
- 4) Ensure that education media to be used for a classroom are well set ahead but not exposed.
- 5) Ensure that order to use each material is specified and displayed.
- 6) Produce/make available major classroom rules and procedures agreed upon by staff and learners.
- 7) Display the major classroom rules and procedures in an appropriate section of the classroom.
- 8) Demonstrate skills such as with-it-ness, multi-tasking (overlapping), pacing, orchestration, self -presentation.
- 9) Demonstrate competence in handling disruptions.
- 10) Teach and re-teach desirable behaviour.
- 11) Use non-verbal signals such as gesture, posture, movement, position in the room, facial expression, to indicate approval.
- 12) Disallow noise-making firmly but pleasantly.
- 13) Check extroverts and encourage introverts to participate.
- 14) Distribute questions democratically.
- 15) Be humane, mature, and humorous.
- 16) Check hidden curriculum by disallowing day-dreaming or other psychological disturbances.

It may be noted that items 1 to 7 centre on space order or use of space with materials in it (physical arrangement); they form first group. Items 8 and 9 focus on particular skills of a teacher in handling disruptions, sequence in activities, and to carry all students along; so they form a separate and second group. Items 10 to 16 hinge most obviously on classroom management principles that the teacher has to be conscious of throughout the lesson (from beginning to the end). They are intricate parts of the inter-active (cyclic) process as each objective would be presented by a teacher. These principles apparently form third group for the purpose of analysis in this research. The fore-going seems to have fairly established two major points:

- 1) Classroom management is a vital component of effective teaching hence a classroom that is not well managed can hardly enhance learning.
- 2) There are principles that have been developed to ensure proper management of classrooms. If there are deficiencies, appropriate training should remedy such deficiencies (Perrot, 1992; FRN, 2004: 40; Sadker and Sadker, 2005:104; Ayeni, 2007; Ntuk, 2007; Pollard et al.,

2008).

As vital as this condition: classroom management is, in teaching, it appears that a considerable enough attention has not been paid to it in Nigerian educational research especially in journal publications. For example, in a bid to carry out this research, this author painstakingly went through all the educational journals in the main library of his university: there was not a single article that focused on classroom management but his own article only, published six years ago (Kukuru, 2003). A possible reason is that there are few specialists on effective teaching in the country. The consequences to learning and societal development may not be far-fetched.

The objective of this research is to present expression of classroom management principles by secondary schools' teachers. The article published seven years ago, referred to in the last paragraph, is old enough for another one on the subject area. Moreover, that article was theoretical. As the title suggests, this one is empirical, to disclose a prevailing situation on classroom management in schools. It is therefore geared towards increasing the journal articles on classroom management aimed at facilitating effective teaching.

Purpose of research

The purpose of this research was to:

- 1) Determine performance of the teachers in use of space and materials (physical arrangement) of classroom management principles.
- 2) Verify performance of the teachers on competence/skills based principles of classroom management.
- 3) Establish performance of the teachers in classroom management principles which focus on teacher-learners' inter-actions (cyclic process).

Research questions

The following are the questions which guided this research.

- 1) What would be the performance of the teachers in use of space with materials (physical arrangement) of classroom management principles?
- 2) How would the teachers fare on competence/skills based principles of classroom management?
- 3) How would the teachers perform in classroom management principles which focus on teacher-learners' inter-actions (cyclic process)?

Research hypotheses

Three null hypotheses would be tested in this research. They are:

(1) There will be no significant difference between positive performances compared to negative performances of the teachers that would be observed in the use of space with materials (physical arrangement) of classroom management principles.

(2) There will be no significant difference between positive performances compared to negative performances of the teachers that would be observed on competence/skills based principles of classroom management.

(3) There will be no significant difference between positive performances compared to negative performances of the teachers that would be observed under classroom management principles which focus on teacher-learners' inter-action (cyclic process).

These hypotheses would be tested at 0.05 level of significance.

RESEARCH METHODOLOGY

Research design

The design of this research was observational: service teachers were observed in their classes and recordings were made following defined aspects of classroom.

Population of research

All public secondary schools in western section of Owo, in Ondo State of Nigeria, formed the population of this research.

Sample of research

Six (6) secondary schools: junior and senior, were randomly selected from the population. Twelve (12) teachers were selected using non-probability quota sampling technique, from the six secondary schools that is, two (2) teachers from each school. For efficiency, limited number of teachers was needed. Moreover, because the researcher's teaching subject is in the social sciences, the required number of teachers had to be selected from social sciences related subjects. These issues/considerations informed the adoption of non-probability sampling technique in order to pick two teachers whose teaching subjects should be in the social sciences related areas. Subjects that the teachers taught in Junior Secondary School (JSS) were Social Studies and English Language. Subjects that the teachers taught in Senior Secondary School (SSS) were Economics/Accounts/Commerce as a group and Geography/Government as another group.

Instruments for research

Three instruments were used to obtain data in this research as follows:

A) A summary of classroom management principles (SCMP) developed by the researcher, was the major instrument. It contained sixteen items: 1 to 7 centred on use of space with materials, 8 and 9 were on competence/skills of teachers to handle disruptions, sequence in activities, and to carry all students along,

and 10 to 16 focused on teacher-learners' inter-actions (cyclic process). The items (in the instrument) were informed by authors spanning the last two decades: Mager (1991); Tattum (1992); Cohen and Minion (1992); Kukuru (1999); Marland (2002); Leaman (2006); McNergney and McNergney (2007); Marzano 2007; Mishra (2008); Pollard et al. (2008); Kratochwill (2008); and Elliot and Bolden (2009). There were eight other (17 to 24) supportive items, namely, subject taught by teacher, class taught, topic of the lesson, objectives presented by teacher, duration of class/observation, name of school, main method used by teacher, and date.

B) Form to obtain demographic data from teachers that were observed.

C) Tape recorder to record each inter-action in classroom.

Validity and reliability of instrument

The instrument was validated by adapting Thurstone's equal appearing interval scale. Initially 50 items related to expression of classroom management principles were sent out to a panel of 25 judges that were requested to rate each statement from high to low in terms of degree of intensity on a 7 point scale: very high, high, slightly above average, average, slightly below average, low, very low. The number of judges that rated each item as very high were multiplied by 7 points; the same was done for high, slightly above average, average, slightly below average, low, very low. For each item, the values of the multiplication for each category of rating were added together and divided by 25: the number of judges. This process was carried out for each of the 50 items to determine the mean value for each. After determining the weight of each item, 24 items were selected for inclusion in the final instrument on the basis that they covered the scale with equal intervals between any two consecutive items.

To ensure the reliability of the instrument, the test-retest method of estimating reliability was used. Twenty (20) Principals from another population (different from the Local Government Area) were requested to rate two teachers each when teaching in their schools using the instrument. The same process was carried out by the same 20 principals in an interval of two weeks on the same two teachers rated in the first observations. The two different ratings of the principals were subjected to Pearson Product Moment Correlation Statistics. The index of correlation 'r' obtained was 0.81.

Method of data collection

The above stated three instruments were used to obtain data personally (by the researcher) as follows:

1) A copy of the paper (containing the sixteen items of the major instrument and the supportive eight items) was used for each class/teacher and recordings were made in terms of comments, remarks, and frequencies of occurrence of principles on classroom management that were observed. The supportive items required specifics which were supplemented by information obtained through the demographic data form.

2) A copy of the form for demographic data was handed over to each teacher after she/he ended her/his class, to fill and the form was collected immediately after filling by each teacher.

3) The tape recorder was put on once a class started, and recorded the whole class inter-actions and was put off, at the end of the class. All observations were carried out by the researcher for uniformity in recording.

Method of data analysis

Frequencies, percentages, and Chi-Square (X^2) statistics were

used to analyze data collected because the data appeared not to require more sophisticated analysis or further probing.

RESULTS

Results obtained from analysis of data collected now follow on tables.

Items 1 to 7 are as follows; the teacher should:

- 1) Keep a neat and/or tidy classroom.
- 2) Ensure that all seats and desks are well arranged to suit a method.
- 3) Place her/his table at a strategic point in the classroom.
- 4) Ensure that education media to be used for a classroom are well set ahead but not exposed.
- 5) Ensure that order to use each material is specified and displayed.
- 6) Produce/make available major classroom rules and procedures agreed upon by staff and learners.
- 7) Display the major classroom rules and procedures in an appropriate section of the classroom.

Items 10 to 16 are as follows; the teacher should:

- 10) Teach and re-teach desirable behaviour.
- 11) Use non-verbal signals such as gesture, posture, movement, position in the room, facial expression, to indicate approval,
- 12) Disallow noise-making firmly but pleasantly.
- 13) Check extroverts and encourage introverts to participate.
- 14) Distribute questions democratically.
- 15) Be humane, mature, and humorous.
- 16) Check hidden curriculum by disallowing day-dreaming or other psychological disturbances.

Testing of hypotheses

Three hypotheses are tested in this research.

Hypothesis 1

The hypothesis states that there will be no significant difference between positive performances compared to negative performances of teachers that would be observed in the use of space with materials (physical arrangement) of classroom management principles. Table 1b provides data for testing of this hypothesis. The Chi-Square (X^2) value for the comparison is 7.840 at 0.005 levels of significance. It means that the negative performances (expressions) of the teachers are significantly different from the positive performances of

the teachers with regard to use of space with materials (physical arrangement). Therefore, the hypothesis is rejected.

Hypothesis 2

The hypothesis states that there will be no significant difference between positive performances compared to negative performances of teachers that would be observed on competence/skills based principles of classroom management. Table 2 b provides information to test this hypothesis. The Chi-Square (X^2) value for a group of skills (five) is significant in favour of negative performances: 16.000 at 000 levels of significance. The skill that was separated, namely, competence in handling of disruption, is in an in comparably perfectly negative situation (0%:100%) against the single teacher that experienced it. These findings show that the negative performances (expressions) of the teachers are significantly different from positive performances of the teachers on competence/skills based principles of classroom management. Therefore, hypothesis 2 is rejected.

Hypothesis 3

It states that there will be no significant difference between positive performances compared to negative performances of the teachers that would be observed under classroom management principles which focus on teacher- learners' inter-actions (cyclic process). Table 3b provides figures to test this hypothesis. The Chi-Square (X^2) value is 33.640 at 0.000 levels of significance. It implies that negative performances (expressions) of the teachers are significantly different from the positive performances of the teachers on classroom management principles which focus on teacher-learners' inter-actions (cyclic process). Therefore, hypothesis 3 is rejected.

DISCUSSION

Hypothesis 1 was rejected because the negative performances (expressions) of the teachers with regard to use of space with materials (physical arrangement) were significantly higher than their positive performances. The teachers performed well in two and a half out of seven items, namely, neat/tidy classroom, arrangement of seats and desks of learners, and use of writing-board. Teacher's table was virtually not available, educational media were grossly inadequate: one teacher only (of geography), used material beyond writing-board and order to use such material; classroom rules were not found in any classroom. The situation appears not good enough and the blame may be on both the system:

educational administrators perhaps starting from policy makers at the top and the teachers. Teacher's table was not available because the teachers had their tables in their staff rooms, so each teacher went to handle each lesson and left the classroom. Nevertheless, there may be need for a table to be put in each class for use of each teacher for a lesson so that a well placed teacher's table may play its role in classroom management.(Marland, 2002: 43). Conversely, most of the other directly relevant authors at this author's disposal (Sadker and Sadker, 2005: 77-82; Leaman, 2006; McNergney and McNergney, 2007: 316-318; Marzano, 2007; Mishra, 2008: 152-158; Pollard et al., 2008:310-315; Kratochwill, 2008; Elliot and Bolden, 2009; Oliver, 2009) appear to be silent or de-emphasize teacher's table in classroom management. Their silence/de-emphasis suggests that use of teacher's table may become outdated. It also suggests that teacher's table may be more important at the primary school level than at the secondary school level. Younger learners, at the primary school level, require more attention especially in relation to security which requires the presence of a teacher in most of the school hours. Furthermore, various/appropriate sitting arrangements of learners are well discussed by the authors. The discussion suggests that such suitable arrangements are more important to classroom management than availability of a teacher's table in the classroom.

Grossly inadequate teaching media situation could hardly be excused. No matter the inadequacies from administrators, a resourceful and creative teacher has numerous materials: ready made and improvised, to enhance presentation of an objective. Biggs (2003:80) observed that we learn through different sense modalities hence if a sense modality re-inforces another, the more effective that learning becomes. Marzano (2007: 3) noted that classroom materials' needs are as varied as the numerous kinds of courses and should be organized and ready for use. Thus the teachers were to blame in this regard; laziness or non-challant attitude might have contributed. Finally, classroom rules were not found in any classroom. Actually, none of the classrooms was self-containing, that is, containing equipment and security apparatus. Most of the classrooms (if there was any) had no keys to lock them up.

The conclusion under testing of hypothesis 2 was that the negative performances (expressions) of the teachers were significantly different from the positive performances of the teachers on competence/skills based principles of classroom management. The findings showed (Table 2a) that the teachers performed best in self-presentation followed by orchestration. One teacher showed with-it-ness once, and another was good in pacing her lesson. There were no disruptions in classrooms of eleven teachers but the only teacher that experienced disruption did not handle it well. It may be noted that self-presentation and orchestration are similar in certain

dimensions especially in relation to methodology. Both of them tend to show a teacher as performer as Marland (2002: 97) put it. In another sense, they depict the teacher as being in charge or carrying the learners along. While these are good traits on their own, they require balance through with-it-ness, pacing, and multi-tasking (over-lapping) which are more intricately required in successful inter-action (Pollard et al., 2008: 310-315; Elliot and Bolden, 2009). Only one teacher displayed with-it-ness once; all other teachers where it was necessary, failed to use it: (their eyes were not in the back (Sadker and Sadker, 2005: 80; Leaman, 2006: 92-93; McNergney and McNergney, 2007: 317). Pacing especially seems outstanding among the five principles (Pollard et al., 2008: 311). A teacher that fails to pace her/his procedure critically can hardly teach successfully. That is a reason why the only teacher that paced her lesson well had best score (71.42%) among the teachers observed (serial number III on Table 2a and 3 a). Effective teaching was fundamentally wanting where eleven out of twelve (11/12 = 85.71%) teachers were not marked in pacing their lessons. The only one teacher that had disruption (serial number VI on Table 2a) did not show competence: she harshly commanded the learner from another classroom to leave. It was obvious enough that harshness and authoritarianism including physical beating of students still pervaded most secondary schools in the environment. Principals and educational administrators from the ministry need to realize that learners would learn better under friendly, pleasant, and democratic atmosphere (Marland, 2002: 104-106, 26-36; Sadker and Sadker, 2005: 80-81; Leaman, 2006; McNergney and McNergney, 2007: 317-319; Marzano, 2007: 4-5; Kratochwill, 2008: 3-4; Pollard et al., 2008: 310; Oliver, 2009: 4; Elliot and Bolden, 2009).

Outcome on testing of hypothesis 3 was that the negative performances (expressions) of the teachers were significantly different from the positive performances of the teachers on classroom management principles which hinge on teacher-learners' inter-actions (cyclic process). Further analyses were carried out using percentage of total score of each teacher on the seven items on Table 3a. The analyses are shown on Tables 3c and 3d. There is significant difference between positive performances compared to negative performances of classroom management principles which focus on teacher-learners' inter-actions (cyclic process). At 40% pass level, 3/12 (25%) of the teachers passed while 9/12 (75%) failed. The X^2 value is 25.000 at 0.00 levels of significance. Table 3a shows the spread: a whole of one third (4/12) of the teachers (serial numbers II, IV, V, and XI) scored zero in the seven items. Three teachers (serial numbers VII, X, and XII) had one each; followed up-ward by two others (serial numbers I and X) that scored two each; all these teachers failed. One of these teachers (serial number VI) was second in position in relation to distributing questions democratically (item 14) but still

failed because the teacher was not versatile enough. Ability to distribute questions fairly well and being effective required balance from a whole of five other principles (conditions): with-it-ness, overlapping/multi-tasking, pacing, orchestration, and self presentation (Sadker and Sadker, 2005: 80-81; McNergney and McNergney, 2007: 317; Pollard et al., 2008: 310-315). Really, as the researcher observed through, his clear impression was that one teacher only (serial number III) was successful out of the twelve teachers in classroom management (ignoring the general inadequacies highlighted in the first group (Table 1a for Items 1 to 7 which affected that teacher) before analysis of data. That impression was confirmed after the analysis of data. Table 3a shows it: the teacher was among the best in second group (2/5) and singly performed best in the third group with (5/7:71.42%. The other two teachers that passed are apparently significantly far away from her with 42.9% each. Below 50% score in education is below merit hence not desirable; good (presentable) score starts from 60% which that teacher only, had. She did not appear to be used to non-verbal signals but spoke moderately (voice control: Pollard et al., 2008; Elliot and Bolden, 2009) to correct/check or teach desirable behaviour. Noise-making did not particularly evolve for her to contend with in her classroom.

Conclusion

This research was on expression of classroom management principles by secondary schools teachers. Findings show that:

- 1) Only two and a half principles out of seven were adequately expressed namely, materials/ space order or use, and writing-board; other principles were either not or inadequately expressed by the teachers in relation to physical arrangement.
- 2) On issues that bordered on competence/skills of the teachers, which were summarized in two items, only one out of twelve teachers demonstrated with-it-ness; another teacher paced her lesson well; and the only teacher that experienced disruption could not manage it well.
- 3) On teacher-learners' inter-actions (cyclic process) only three teachers passed, nine teachers failed; average of total score was one and half over seven.

These findings depict inadequate expression of classroom management principles by teachers in the population of this research.

It seems that classroom management (as an issue and a field of research) has not been given its deserved attention in the population of this research. Based on theory as seen under introduction, effective teaching can hardly be realized without good classroom management and without effective teaching, true learning would be wanting. If true learning is far-fetched, the essence of

Table 1a. Expression of classroom management principles by the teachers on use of space with materials: Physical arrangement: Items 1 to 7.

SN	Name of school of each teacher	Type of secondary school	1	2	3	4		5	6	7	Total score of each teacher on the seven items	Percentage of the Average of positive performances to negative performances
						A	B					
I	SCAGS	JSS	1	1	0	1	0	0	0	0	2 1/2/7	
II	SCAGS	JSS	1	1	0	1	0	0	0	0	2 1/2/7	
III	IC	JSS	1	1	0	1	0	0	0	0	2 1/2/7	
IV	IC	JSS	1	1	0	1	0	0	0	0	2 1/2/7	
V	MHS	JSS	1	1	0	1	0	0	0	0	2 1/2/7	
VI	MHS	JSS	1	1	0	0	0	0	0	0	2/7	
VII	SCAGS	SSS	1	1	0	1	0	0	0	0	2 1/2/7	
VIII	SCAGS	SSS	1	1	0	1	0	0	0	0	2 1/2/7	
IX	IC	SSS	1	1	0	1	0	0	0	0	2 1/2/7	
X	IC	SSS	1	1	0	1	0	1	0	0	3 1/7	
XI	MHS	SSS	1	1	0	1	0	0	0	0	2 1/7	
XII	MHS	SSS	1	1	0	1	0	0	0	0	2 1/7	
12 teachers altogether	6 schools altogether	2 types of secondary school	12/12	12/12	0/12	Writing board = 11/12	Others = 0/12	1/12	0/12	0/12	Average = 2 1/2/7	36:64

1 Means expressed classroom management principle; 0 Means not expressed classroom management principle; Item 4a = 1/2: Writing board; Item 4b = 1/2: Other teaching media JSS Means junior secondary school; SSS means senior secondary school; SCAGS, IC, MHS, are abbreviations of dual names of secondary schools that participated. Their full names are: ; SCAGS: St. Catherine's Anglican Grammar School, Owo, junior and senior secondary schools = Two schools ; IC: Imade College, Owo: junior and senior secondary schools = Two schools; MHS: Methodist High School, Owo: junior and senior secondary Schools = Two schools
 Total number of schools = 6; Two teachers from each school = 12 teachers that were observed.

Table 1b. Chi-square (X²) comparison of positive to negative performances of the teachers on use of space with materials: Physical arrangement (Items 1 to 7) on Table 1a.

Average score of the twelve teachers on physical arrangement (PA)	Percentage of average score of the twelve teachers on physical arrangement (PA)	Remainder score of the average of the scores of the twelve teacher on PA	Percentage of remainder score of the average score of the twelve teachers on PA	Mean	Standard deviation	Chi-Square (X ²) value	Degree of freedom	Table value	Significance level	Remark
2 1/2/7	36	4 1/2/7	64	1.640	0.4824	7.840	1	3.841	0.005	Significant

education especially curriculum and instruction would be colossal waste besides hindering society from progressing.

RECOMMENDATIONS

Following are recommendations that may improve

the level of classroom management in the population of this research.

1) Principals with the help of Ministry of Education

Table 2a. Expression of classroom management principles by the teachers on competence/skills: Items 8 and 9.

SN	Name of school of each teacher	Type of secondary school	8: Has five units					9		Total score of each teacher for 8	Total score of each teacher for 9	Percentage of the average of positive performances to negative performances for item 8	Percentage of positive performances to negative performances for item 9
			With-it-ness	Multi-tasking	Pacing	Orchestration	Self-presentation	Competence in handling disruption					
I	SCAGS	JSS	0	0	0	0	1	ND	1/5	ND	-	-	
II	SCAGS	JSS	0	0	0	0	1	ND	1/5	ND	-	-	
III	IC	JSS	0	0	1	0	1	ND	2/5	ND	-	-	
IV	IC	JSS	0	0	0	0	1	ND	1/5	ND	-	-	
V	MHS	JSS	0	0	0	0	1	ND	1/5	ND	-	-	
VI	MHS	JSS	0	0	0	1	1	O	2/5	0/1	-	-	
VII	SCAGS	SSS	0	0	0	0	1	ND	1/5	ND	-	-	
VIII	SCAGS	SSS	1	0	0	0	0	ND	1/5	ND	-	-	
IX	IC	SSS	0	0	0	1	1	ND	2/5	ND	-	-	
X	IC	SSS	0	0	0	1	1	ND	2/5	ND	-	-	
XI	MHS	SSS	0	0	0	1	1	ND	2/5	ND	-	-	
XI	MHS	SSS	0	0	0	1	1	ND	2/5	ND	-	-	
12 teachers altogether	6 schools altogether	2 types of secondary school	1/12	0/12	1/12	5/12	11/12	0/1	Average = 1 1/2 /5	Average = 0/1	= 30%: 70%	= 0%: 100%	

Means Not required analysis ; ND means No disruption ; 1 means expressed classroom management principle; 0 means not expressed classroom management principle; JSS means junior secondary school; sss means senior secondary school; SCAGS, IC, MHS, are abbreviations of dual names of secondary schools that participated. Their full names are.; SCAGS: St Catherine's Anglican Grammar School, Owo, Ondo State, Nigeria: junior and senior secondary schools = Two schools ; IC: Imade College, Owo, Ondo State, Nigeria: Junior and Senior Secondary Schools= Two Schools MHS: Methodist High School, Owo, Ondo State, Nigeria: junior and senior secondary schools = Two schools.

Table 2b. Chi-square (X^2) comparison of positive to negative performances of the teachers on competence/skills (Items 8 and 9) on Table 2a.

Average score of the twelve teachers on skills for sequence and to carry students along	Percentage of average score of the twelve teachers on skills for sequence and to carry students along	Remainder score of the average of the score of the twelve teachers on skills for sequence and to carry students along	Percentage of remainder score of the average score of the twelve teachers on skills for sequence and to carry students along	Mean	Standard deviation	Chi-square (x^2) value	Degree of freedom	Table value	Significance level	Remark
1 1/2 /5	30	3 1/2 /5	70	1.700	0.4606	16.000	1	3.841	0.000	Significant

The case of competence in handling disruption on Table 2a is 0%:100% which requires no comparison; its interpretation is obviously perfectly negative situation.

Table 3a. Expression of classroom management principles by the teachers on teacher-learners' inter-actions (Items 10 to 16).

SN	Name of school of each teacher	Type of secondary school	Frequency on each item as expressed by each teacher							Total score of each teacher on the seven items	Percentage of the average of positive performances to negative performances of all the twelve teachers	Percentage of total score of each teacher on the seven items	Remark on percentage of total score of each teacher on the seven items
			10	11	12	13	14	15	16				
I	SCAGS	JSS	0	0	0	1	0	1	0	2/7	-	28.6	Failed
II	SCAGS	JSS	0	0	0	0	0	0	0	0/7	-	0	Failed
III	IC	JSS	3	0	0	2	6	2	2	5/7	-	71.42	Passed
IV	IC	JSS	0	0	0	0	0	0	0	0/7	-	0	Failed
V	MHS	JSS	0	0	0	0	0	0	0	0/7	-	0	Failed
VI	MHS	JSS	0	0	0	0	3	1	0	2/7	-	28.6	Failed
VII	SCAGS	SSS	0	0	0	0	1	0	0	1/7	-	14.3	Failed
VIII	SCAGS	SSS	1	1	2	0	0	0	0	3/7	-	42.9	Passed
IX	IC	SSS	1	0	0	0	2	2	0	3/7	-	42.9	Passed
X	IC	SSS	2	0	0	0	0	0	0	1/7	-	14.3	Failed
XI	MHS	SSS	0	0	0	0	0	0	0	0/7	-	0	Failed
XII	MHS	SSS	0	0	0	0	0	1	0	1/7	-	14.3	Failed
12 teachers altogether	6 schools altogether	2 types of secondary school	7	1	2	3	12	6	2	Average = 1 ½ /7	21% :79%	Number of teachers that passed = 3 = 25% ;number of teachers that failed = 9 = 75%	

Means not required analysis; all figures on items 10 to 16 show frequency on each item as expressed by each teacher; the totals do not imply frequency but expression of a principle at all.; JSS means junior secondary school; SSS means senior secondary school; SCAGS, IC, MHS, are abbreviations of dual names of secondary schools that participated. Their full names are: SCAGS: St Catherine's Anglican Grammar School, Owo, Ondo State, Nigeria; IC: Imade College, Owo, Ondo State, Nigeria; MHS: Methodist High School, Owo, Ondo State, Nigeria.

Table 3b. Chi-square (χ^2) comparison of positive to negative performances of the teachers on classroom management principles which focus on teacher learners' inter-actions on Table 3a.

Average score of the twelve teachers on principles which focus on teacher- learners' inter-actions	Percentage of average score of the twelve teachers on teacher-learners' inter-action	Remainder score of the average of the score of the twelve teachers on teacher- learners' inter-action	Percentage of remainder of the average score of the twelve teachers on teacher-learners' inter-actions	Mean	Standard deviation	Chi-square (X ²) value	Degree of freedom	Table value	Significance level	Remark
1 ½ /7	21	5 ½ /7	79	1.790	0.4094	33.640	1	3.841	0.000	Significant

should make classrooms self-contained by equipping them with required materials. Such equipment will serve as motivation for both teacher and learners and enhance classroom

management.
2) Joint agreement between staff and students on rules and regulations to manage classroom is a reasonable, civilized, and democratic disposition.

Principals of secondary schools should begin to adjust.
3) During pre-service preparation/training, teachers in the universities and colleges of education need to

Table 3c. Chi-square (χ^2) comparison on classroom management principles which focus on teacher-learners' inter-actions: cyclic process (items 10 to 16): performance at minimum pass level (40% and above) on Table 3a.

Proportion of teachers that passed	Percentage of teachers that passed	Proportion of teachers that failed	Percentage of teachers that failed	Mean	Standard deviation	Chi-square (χ^2) value	Degree of freedom	Table value	Significance level	Remark
3/12	25	9/12	75	1.75	0.435	25.000	1	3.841	0.00	significant

Table 3d. Chi-square (χ^2) comparison on classroom management principles which focus on teacher-learners' inter-actions: cyclic process (items 10 to 16): performance at credit level (60% and above) on Table 3a.

Proportion of teachers that score 60% and above	Percentage of proportion teachers that scored 60% and above	Proportion of teachers that scored 59% and below	Percentage of proportion of teachers that scored 59% and below	Mean	Standard deviation	Chi-Square (χ^2) value	Degree of freedom	Table value	Significance level	Remark
1/12	8	11/12	92	1.08	0.273	70.560	1	3.841	.000	significant

stress the vitality of classroom management to student teachers. That emphasis appears lacking following the result of this research. Another clue is that a university teacher around the population of this research erroneously referred to classroom management principles, in a lesson preparation, as irrelevant.

4) Teachers should not allow laziness or non-challant attitude to deprive them from using the numerous educational media to facilitate effective teaching. If electronic media are expensive to some schools, simple real objects, maps, drawings on cardboard, demonstrations/drama using the learners including sketches on boards, would reduce boredom, enhance interest of learners to facilitate classroom management and effective teaching.

5) This research was conducted in one out of thirty six states (besides the Federal Capital Territory) of Nigeria. Even in that state, Ondo, only a limited population was covered. So, this research could be carried out in other parts of Nigeria.

6) More specialized research may be conducted on each of the three segments identified in the

major instrument, namely, material or space use or order (physical arrangement); teachers' competence/skills; and teacher-learners' inter-actions on classroom management, for more critical evidences and analyses.

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