

Full Length Research Paper

Stretch of knowledge on classroom management principles of teachers in secondary schools

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The content of this paper is on stretch of knowledge on classroom management principles of teachers in secondary schools. Twelve secondary schools were randomly selected in Owo, Ondo State of Nigeria. Seventy five teachers selected using non-probability quota sampling technique participated from the identified population. A questionnaire, having structured and free responses sections on knowledge of classroom management principles was administered to the teachers. The pass levels at (40, 60 and 70%) of the teachers on the free responses section of the questionnaire were analyzed by comparing them to the failure levels using Chi-Square (χ^2) statistics. The findings were then compared to the performances of the teachers on the structured section of the questionnaire. The conclusive analysis showed that stretch of knowledge on classroom management principles of teachers in the secondary schools was inadequate. The teachers required better training and improved self-esteem to be able to manage classroom sufficiently and realize effective teaching so that learners may learn profitably to develop society.

Key words: Classroom management/organization/discipline/control, effective teaching, curriculum methodology, curriculum and instruction.

INTRODUCTION

The educational observation that classroom management is vital to effective teaching is internationally evident (Encyclopedia Britannica, 1998; Kukuru, 2003; Evertson and Weinstein, 2006; McNergney and McNergney, 2007: 320; Wiles and Bondi, 2007; Marzano, 2007; Shulman, 2007; Pollard et al., 2008: 318; Kratochwill, 2008). Among issues surrounding classroom management then, is knowledge of teachers on principles which would equip them to perform professionally well. If possession of that knowledge is considerably established, it suggests that affected classroom teachers would contribute meaningfully to learning which in turn would enable their learners to adequately contribute towards societal development.

However, inspite of the apparent importance of classroom management to effective teaching, it does not seem to have been given deserved attention in Nigeria especially in journal publications. As evidence, this author was disturbed to discover that after laboriously going through all educational journals in his university library, there was no single journal article that dwelt on

classroom management but his only, published several years ago. Few weeks to the commencement of this research, this author carried out a similar one on expression of classroom management principles (Kukuru, 2011). In that research, twelve classroom teachers in six secondary schools were observed by the researcher on expression of classroom management principles. Findings showed that among seven identified principles on physical arrangement, only two and a half were expressed; on competence /skills based principles, only one out of twelve teachers demonstrated with-it-ness, another one paced her lesson well, and the only teacher that experienced disruption could not manage it well; on principles that centered on teacher-learners' interactions (cyclic process), only three teachers passed while nine failed. The findings depicted inadequate expression of classroom management principles and the situations obviously called for more researches around the subject. Hence, the objective of this research is on stretch of knowledge of classroom management principles of teachers in secondary schools. It is an empirical research

to supplement the available researches and provide empirical information on acquired knowledge of teachers with respect to classroom management.

Purpose of research

- i) Ascertain extent of knowledge of teachers on role of classroom management.
- ii) Determine professional experiences of teachers including classroom management before service.
- iii) Verify whether teachers used to observe classroom management principles or not.
- iv) Measure performances of teachers on free responses on knowledge of classroom management principles.
- v) Establish degree of knowledge of teachers on classroom management principles.

Research questions

- i) To what extent would the teachers have knowledge on role of classroom management?
- ii) What would be the professional experiences of the teachers including classroom management before service?
- iii) What would be the degree of usual practice of the teachers in relation to observance of classroom management principles?
- iv) What would be the performances of the teachers on free responses on knowledge of classroom management principles?
- v) To what degree would knowledge of teachers on classroom management principles be established?

Research hypothesis

One hypothesis only, which holds both research questions together, would be tested in this research, and it states thus: There will be no significant difference in the performances of the teachers between the structured section (claims of the teachers) and performances of the teachers in the free responses section of the questionnaire (what are acceptable) on stretch of knowledge on classroom management principles.

Research question (v) is a summary of research questions i, ii, iii and iv. The hypothesis is on research question i + ii + iii versus research question iv summed up in research question v.

LITERATURE REVIEW

McNergney and McNergney (2007: 312) noted that teachers must build a stock-pile of knowledge, methods, and practices that they may draw from any time. In a

similar perspective, Alvey (Jr.) (2006) observed that knowledge of the subject matter is still the primary qualification of persons that would teach others whether formally or informally. In the national policy on education, the Federal Republic of Nigeria stated under the goals of teacher education that teachers would be provided with intellectual and professional background adequate for their assignment (FRN, 2004: 39). Adequate intellectual and professional background essentially stresses acquisition of knowledge on teacher education that should be sufficient. Marland (2002: 10) observed that it is not luck but 'method' that brings success. Method is a planned way of doing something especially one that a lot of people know about and uses (Summers, 2007) or the quality of being well planned and organized (Wehmeier, 2006). Method may simply be taken as use of planned or organized knowledge.

Sadker and Sadker (2005: 78-79) referred to research experiences which showed that effective classroom managers are nearly always good planners and that carefully established and maintained procedures resulted in well managed classroom. Marland (2002: 13) noted that the teacher's concern should be to create the most positive environment. McNergney and McNergney (2007: 316) asserted that successful teachers create total system of management which applies to various aspects of behaviour. Encyclopedia Britannica (1998) opined that the teacher is to coordinate activities of the students in their diverse interests such that all get attention. All these perspectives either overtly or covertly underscore the vitality of classroom management. Consequently, knowledge of classroom management principles becomes crucial in teaching and learning, if effectiveness is the goal.

Teaching is expected to be effective, not mere giving of information through lecture model (Kane, 2002; McKenzie, 2003). McNergney and McNergney (2007: 320) explained effective teaching as teaching that helps students learn. Along a similar line of thought, Pollard et al. (2008: 309) observed that understanding and engagement of students in high-quality learning tasks are the essence of effective teaching. Sadker and Sadker (2005: 82) presented an important connection between effective teaching and classroom management, that is, effective teachers must be good classroom managers. McNergney and McNergney (2007: 320) supported this statement by saying that effective teachers are good classroom managers that help students take control of their learning. A number of recent definitions on classroom management may be highlighted as follows:

1. A process which seeks to establish and sustain an orderly environment for students to engage in meaningful learning academically, socially and morally (Evertson and Weinstein, 2006 in Kratochwill, 2008: 1).
2. Collective ability of teachers, students, administrators, school boards, and even the police and the courts to

establish a common framework for social and academic instructions' (McNergney and McNergney, 2007: 316).

3. Practices which are settings with all students in order to teach positive social behaviour and reduce negative behaviour (Oliver, 2009).

It may be noted that the perspective of McNergney and McNergney (2007) emphasizes interactions; the definition of Oliver (2009) stresses behaviour/discipline; while the view of Evertson and Weinstein (2006) underscores learning. Although all the three perspectives are vital in effective teaching, if each is isolated, the view of Evertson and Weinstein stresses the end product of effective teaching. In a sense, the three perspectives may be combined to make a meaningful statement such as: Disciplined interactions in the classroom which are guided by a competent teacher are likely to result in successful learning by students academically, socially, and morally. Indeed, an array of literature at this author's disposal shows that effective teaching can hardly be possible without an appropriate classroom management system (Encyclopedia Britannica, 1998; McNergney and McNergney, 2007: 320; Wiles and Bondi, 2007; Marzano, 2007; Shulman, 2007; Pollard et al., 2008: 318; Kratochwill, 2008: 1; Oliver, 2009: 2; Elliot and Bolden, 2009).

Rudiments of classroom management principles are identifiable from several authors. For example, Kukuru (2003: 13) observed that things to manage in the classroom include physical environment (open space) to ensure decency or cleanliness; materials such as seats and desks, educational technology or teaching media: electronic, printed media, real objects, for free movement, comfortable writing, and orderly use; noise, to make for conducive intellectual atmosphere; learners: their intelligence, attitudes, emotions, and anything that may disturb them psychologically; the teacher her/himself should manage attitude, skills and competences. Marzano (2007) identified five main sections with regard to classroom management principles as follows:

- 1) Physical arrangement of the classroom including seating, furniture, object placement, learning centres, technology and equipment required for a class, as well as decorations.
- 2) Establish five to eight (a small set of) rules and procedures for general classroom behaviour, beginning and ending of a period, transitions and interruptions, use of materials and equipment, group work, seat-work and teacher-led activities.
- 3) Interact with students on classroom rules and procedures (and this should be done at the beginning of the school year).
- 4) Periodically review rules and procedures and make changes where and when necessary.
- 5) Use of classroom meetings that are regularly scheduled.

It may be observed that Marzano referred to Evertson and Weinstein (2006) on planning and implementation of rules and procedures. The author also referred to Brophy (2006) on physical arrangement of the classroom.

Kratochwill (2008) assembled nineteen 'dos' and eight 'don'ts' for his primary, secondary, and tertiary positive behaviour support system which is capable of taking care of large groups and individuals. Although, it appears that most of the 'dos' and 'don'ts' are familiar to educators some of them would be included in a summary later in this introduction. Kratochwill referred to Brophy (2006) who noted 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 and by implication teaching initially).

Some authors including Sadker and Sadker (2005: 80), McNergney and McNergney (2007: 317), Pollard et al. (2008: 310-315), and Elliot and Bolden (2009) dwelt on a set of principles aimed at tackling disruptions, namely, with-it-ness, over-lapping (multi-tasking), pacing, orchestration, and self-presentation. These five principles are called key classroom management skills by Pollard et al. (2008: 310).

For the purpose of this article, an extract of the above citations as a summary on classroom management principles is 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 disapproval.
- 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 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; they form second group. Items 10 to 16 hinge most on classroom management principles that the teacher has to be conscious of throughout the lesson (from beginning to the end).

RESEARCH METHODOLOGY

Design

This was a survey under descriptive research where questionnaire was used to obtain required information from target respondents.

Population

All secondary school teachers in Owo, Ondo State of Nigeria, formed the population of this research.

Sample

Twelve secondary schools both Junior and Senior, randomly selected from the identified population participated in the research. Seventy five teachers selected using non-probability quota sampling technique, with a range of four to eight from each school participated. In the Junior Secondary School (JSS), teachers that participated were those in charge of Social Studies, Business Education, Christian Religious Knowledge (CRK) or Islamic Religious Knowledge (IRK), English Language, and Mathematics. Teachers that participated in Senior Secondary School (SSS) were in charge of Economics, Government, Geography, Accounts, and Commerce. Because the researcher's teaching subject is in the social sciences, the required number of teachers had to be selected mainly from the social sciences related subjects. This point suggested the adoption of non- probability sampling technique (Bandeke, 2004) to select a moderate range of teachers (4 to 8) from each of the twelve secondary schools that had been randomly selected.

Research instrument

A Likert type of questionnaire formed the structured section (Section A) covering role of classroom management, experiences of teachers before service, and their usual practice in service; it had twelve (1 to 12) items Appendix. A free responses section (Section B) had fourteen items (from 13 to 26) that were meant to assess true stretch (extent) of knowledge of classroom management principles which could be used for comparison with the structured section. The fourteen items covered most major principles of classroom management: space order or use, that is, physical arrangement and teacher-learners' inter-actions: cyclic process. The items were informed by authors spanning the last two decades: Mager (1991), Tattum (1992), Cohen and Minion (1992), Marland (2002), Leaman (2006), McNergney and McNergney (2007), Pollard et al. (2008), Mishra (2008), Kratochwill (2008), and Elliot and Bolden (2009). Two principles which centre on teacher's skills/competences were excluded in this survey on the ground that they are particularly abstract and that the teachers might not

reliably respond on them.

Validity and reliability of instrument

Validity of the instrument with regards to face and content was verified by three seasoned specialists in curriculum studies and two specialists in measurement and evaluation. The construct validity was established through Alpha Cronbach coefficient which yielded 0.76. These evidences show that the instrument is valid.

Evidence of reliability of the instrument was got by test-retest procedure. A pilot test was conducted by administering the instrument on 20 teachers twice having an interval of two weeks. The responses of the teachers on the items in the two administrations of the instrument were subjected to correlation analysis. The obtained correlation coefficient 'r' was 0.78; it implies that the instrument is reliable.

Method of data collection

The copies of the questionnaire were distributed to the teachers in the twelve secondary schools by the researcher and they were equally collected a few days later in each school, by same.

Method of data analysis

Frequencies, percentages, and Chi-Square (χ^2) statistics were used to analyze data collected, because the nature of the data did not suggest more sophisticated analysis or further probing. While the structured section of the questionnaire (Section BI, BII and BIII) was easily quantifiable, the free responses section (Section BIV) needed to be marked and scored based on the appropriateness of each teacher's responses on the effect of each item (principle of classroom management) to classroom, teaching, or learning (Appendix). To minimize subjectivity and ensure uniformity, the researcher did all the marking and scoring of all the copies of the questionnaire that were administered and collected after the teachers had responded. Moreover, the processes of marking and scoring were affected without a break to disallow the law of forgetting from operating.

RESULTS

Results obtained from analysis of data collected now follow. A total of seventy five copies of the questionnaire were administered but ten copies were cancelled on various grounds.

Cancelled cases

Junior Secondary School (JSS) = One: Foul play was suspected: different areas of specialization/demographic data were presented but the responses were the same as in another copy, in the same school.

Senior Secondary School (SSS) = nine: In five copies, items 5, 6 and 8 conflicted where as they should not.

In one copy, there was evidence of copying from or to another copy in the same school hence one was cancelled. In another copy (1), falsehood was suspected because items 5 and 6 which were opposed in meaning

were both agreed. In another copy (1), there were no responses on items 5 and 6 yet strongly agreed was ticked on item 8.

In the ninth copy, items 5 and 6 and response on item 7 and strongly agreed on item 8 conflicted.

A total of seventy five copies of the questionnaire were administered. Ten copies were eventually cancelled owing to irregularities. Therefore 13.33% were cancelled and sixty five copies (86.67% of administered number) remained for valid and reliable analysis of data.

Research question (i)

To what extent would the teachers have knowledge on role of classroom management?

Role of classroom management (Four Items: 1 to 4)

Number of respondents = 65

Number of respondents on Strongly Agree plus Agree that is, SAA = 65 = 100%

Number of respondents on Strongly Disagree plus Disagree that is, SDD = 0 = 0%

Research question (ii)

What would be professional experiences of the teachers including classroom management before service?

Experience before service: Professionalism including classroom management principles (Two Items: 5 and 7)

Number of respondents = 65

Number of respondents on SAA = 65 = 100%

Number of respondents on SDD = 0 = 0%

Research question (iii)

What would be the degree of usual practice of the teachers in relation to observance of classroom management principles?

Respondents' usual practice:

Whether they observed classroom management principles or not: (Six Items: 7 to 12)

Number of respondents = 65

Number of respondents on SAA = 65 = 100%

Number of respondents on SDD = 0 = 0%

Research question (iv)

What would be the performance of the teachers on free responses on knowledge of classroom management principles?

Analysis of Section BIV of questionnaire (Fourteen

Items: 13 to 26)

Scores of respondents with 6 and above out of 14 that is, 40% and above = 39 = 60.0% (JSS = $\frac{26}{37}$, SSS = $\frac{13}{28}$).

Scores of respondents with 8 and above out of 14 that is, from 60% = 28 = 43.1% or 43.0% (JSS = $\frac{20}{37}$, SSS = $\frac{8}{28}$).

Scores of respondents with 10 and above out of 14 that is, from 70% = 16 = 24.6% or 25% (JSS = $\frac{11}{37}$, SSS = $\frac{5}{28}$).

Chi-Square (χ^2) comparisons of the three score levels are shown in Table 1.

Research question (v)

To what degree would knowledge of the teachers on classroom management principles be established?

Since all the respondents on each of structured section of the questionnaire corresponding to research questions i, ii and iii, either agreed or strongly agreed (on the role of classroom management as being vital, that their professional experiences included classroom management; that they usually observed classroom management principles in class) a basic process of assessment would be to compare minimum pass level of the structure section. Taking the minimum pass level in Nigeria = 40%, Table 1 shows that 60% of the teachers passed while 40% failed. The Chi-square (X^2) is significant at .046 levels.

Answering of research questions

The stated research questions which guided this research may now be answered.

Question (i): To what extent would the teachers have knowledge on role of classroom management?

Answer: Analysis of section BI of the questionnaire which focused on this question shows that all the sixty five teachers that responded either strongly agreed or agreed (SAA). It implies that one hundred percent of the teachers had knowledge on role of classroom management.

Question (ii): What would be the professional experiences of the teachers including classroom management principles, before service?

Answer: Analysis of section BII of the questionnaire which dwelt on this question shows that all the sixty five (100%) teachers that responded either strongly agreed or agreed (SAA) that they had professional experiences including classroom management principles, before service.

Question (iii): What would be the degree of usual practice of the teachers in relation to observance of classroom management principles?

Answer: Analysis of Section BIII of the questionnaire

Table 1. Chi-Square (χ^2) comparisons on the score levels on analysis of section BIV of Questionnaire: Free responses of classroom teachers.

| Levels of analysis (%) | Proportions of teachers that passed at certain levels | Percentages of proportions of teachers that passed at the levels | Proportions of teachers that did not pass at certain levels | Percentages of proportions of teachers that did not pass at certain levels | Mean | Standard deviation | Chi-square (χ^2) value | Df | Table value | Significance level | Remark |
|------------------------|-------------------------------------------------------|------------------------------------------------------------------|-------------------------------------------------------------|----------------------------------------------------------------------------|------|--------------------|-------------------------------|----|-------------|--------------------|----------------------------------------|
| 40 | 39 | 60 | 26 | 40 | 1.60 | 0.492 | 4.00 | 1 | 3.841 | 0.046 | Failure degree is significant |
| 60 | 28 | 43 | 37 | 57 | 1.57 | 0.498 | 1.960 | 1 | 3.841 | 0.162 | Failure degree neutralizes pass degree |
| 70 | 16 | 25 | 49 | 75 | 1.75 | 0.435 | 25.00 | 1 | 3.841 | 0.00 | Failure degree is double significant |

40% pass level is basic; 60% pass level shows pass at credit, while 70% displays distinction pass level.

which centered on this question, displays that all the sixty five (100%) teachers that responded either strongly agreed or agreed (SAA) that they used to observe classroom management principles.

Question (iv): What would be the performances of the teachers on free responses on knowledge of classroom management principles?

Answer: Analysis of Section BIV of the questionnaire which rested on this question expresses that sixty percent of the teachers passed at 40% pass level; 43.1% of the teachers passed at 60% pass level; while 24.6 or 25.0% of the teachers passed at 70% pass level.

Question (v): To what degree would knowledge of the teachers on classroom management principles be established? (It may be appropriate to use the stated hypothesis to answer this question by testing the hypothesis).

Testing of the hypothesis

The hypothesis which holds the two research

questions together, states that there will be no significant difference in the performances of the teachers between the structured section (claims of the teachers) and performances of the teachers in the free responses section (what are acceptable) of the questionnaire on stretch of knowledge on classroom management principles. Appendix Table B may be used to test this hypothesis. At 40% pass level, Chi-square (χ^2) value is 4.00 at 0.046 level of significance, implying that the degree of failure is significant at this minimum pass level. At 60% pass level, χ^2 value is 1.960 which is not significant at 0.162 level, implying that the degree of failure neutralizes the degree of pass; at 70% pass level, χ^2 value is 25.00 at 0.00 levels of significance, implying that the degree of failure is logically doubly significant. Since there is a significant difference in the minimum pass level of comparison (40%), it follows that there is a significant difference in the performances of the teachers between the structured section and their performances (claims of the teachers) in the free responses section (what are acceptable) of the questionnaire because each unit of the structured section has 100% pass level based on the claims of the teachers as can be seen on analysis of

Sections BI, BII and BIII of the questionnaire. Therefore, the hypothesis is rejected.

DISCUSSION

Finding under Question (i) was that all the sixty five teachers that responded either strongly agreed or agreed (SAA) on role of classroom management which implied that (100%) of the teachers had knowledge on the issue. The same thing applied to professional experiences of the teachers including classroom management principles, before service (Question ii) as well as their usual practice in relation to practical observance of classroom management principles when teaching (Question iii). These three findings suggested that the teachers were professionally sufficiently prepared (trained) before service and that they practiced/expressed classroom management principles in their daily teaching. Finding in Question (iv) where the teachers were free to display their wealth of knowledge following their prior submissions, however, showed a difference. Sixty percent of the teachers passed at 40% pass level; 43.1 of the teachers passed

at 60% pass level, while 24.6 or 25.0% of the teachers passed at 70% pass level. The pass levels were further investigated through Question (v): To what degree would knowledge of teachers on classroom management principles be established? The only hypothesis was formulated used to answer this question. The hypothesis stated that there would be no significant difference in the performances of the teachers between the structured section (claims of the teachers) and performances of the teachers in the free responses section (what are acceptable) of the questionnaire on stretch of knowledge on classroom management principles. The finding was that even at the minimum pass level of 40%, there was a significant difference: Chi-square (χ^2) value was 4.00 at 0.046 level of significance hence the hypothesis was rejected.

It should be observed that this research underscores one major point, that is, knowledge of teachers on classroom management principles. This emphasis would be noticed in the swift sequential nature of the research questions in i, ii and iii. Research question iv demands check or confirmation of the claims derivable from research questions I, ii and iii through a different dimension while research question (v) further investigates by comparing claims in research questions i, ii and iii with findings in research question iv. The proof of this logic is that one hypothesis only was considered necessary for this research and the single hypothesis holds both research questions (i, ii, iii, and iv) and v together. The qualifying word 'stretch' in the title connotes levels of knowledge: at 40%: minimum 60% that is credit, and 70% that is, distinction, which could be seen in Appendix Table B. Accordingly, possible major reasons why the conclusive situation was so, became obvious the concern of the researcher as could be seen below, namely, the teachers' background and their attitude towards the teaching profession. Tersely, research question i, ii and iii and even iv did not seem to merit isolated (individual) comments in discussion. All research questions i, ii and iii compared to (iv) and further investigated by research question (v), make the conclusive analysis.

The teachers' backgrounds seem not adequate in their pre-service (preparatory) days. They did not have considerable disadvantage either due to qualifications or experiences as could be seen on Tables 2 and 3: 70.77% of the teachers had Higher National Diploma (HND) and degrees with teaching qualification and 80.00% of them had experiences of six years and above.

Although, they claimed (items 1-12) that they had knowledge on classroom management principles, when asked details (of the principles) on classroom management, (items 13-26) evidence of their knowledge significantly weakened. This situation seems to partly confirm the observation of Kane (2002) that pre-service teacher education programmes continued to prepare teachers in ways that reinforced a transmission model of teaching as telling. A model of teaching which reinforces

Table 2. Over-all qualifications (Additions of JSS and SSS).

| | | | |
|---------------------|-------|----|---------|
| NCE | 15+4 | 19 | 29.23% |
| HND+PGDE and DEGREE | 22+24 | 46 | 70.77% |
| Total | 65 | 65 | 100.00% |

The qualifications the teachers that participated in JSS and SS3 are added. Out of the 65 teachers, 19 (29.23%) had Nigerian Certificate in Education (NCE) while 46 (70.77%) had Higher National Diploma (HND) and Degree as experiences as qualifications.

Table 3. Over-all experiences (Additions of JSS and SSS).

| | | | |
|-------------------|---------|----|---------|
| Below 6 years | 5 + 8 | 13 | 20.00% |
| 6 years and above | 32 + 20 | 52 | 80% |
| Total | 65 | 65 | 100.00% |

The experiences of teachers that participated in JSS and SSS are added. Out of the 65 teachers, 13 (20.00%) had 2-5years (below 6 years), while 52 (80.0%) had 6-25years (6years above) as experiences.

telling may not see classroom management as a germane issue during training. Shulman (2007) observed that one crucial act of pedagogy is managing the classroom. If the teachers' knowledge on this crucial act was weak, their backgrounds could hardly be excused. As a result, the teachers seem to require more appropriate/ comprehensive training /preparation (Perrot, 1992; FRN, 2004; Sadker and Sadker, 2005: 104; Akinbobola, 2006; Ayeni, 2007; Ntuk, 2007; Pollard et al., 2008).

Attitude of the teachers might be a contributing factor. Some that would have improved on their initial knowledge might not have done so owing to inferiority complex on their part due to erroneously ascribed low status on the teaching profession. Sadker and Sadker (2005: 6-7) stated that there is a growing public realization on the importance of the teaching profession or the teacher. An empirical evidence is presented by McNergney and McNergney (2007: 299) where the teacher ranks second along fire fighter (48%) who are next only to scientist and doctor (52%) among people in occupations with the most prestige; engineer, lawyer, banker, accountant, that are virtually incomparably respected in Nigeria are down in the following order (29, 17, 15 and 10% respectively). Pollard et al. (2008: 360) agreed on the growing status of the teaching profession and quoted Simon (1994) in this direction. These evidences show that the growing status of the teaching profession has lasted for at least two decades.

Following the above two stated points, effective teaching can hardly be realizable in the population of this research. If effective teaching is not realizable, learning by students would be hard in such a situation as noted under introduction (Encyclopedia Britannica, 1998; McNergney and McNergney 2007: 320; Shulman, 2007;

Wiles and Bondi, 2007; Marzano, 2007; Pollard et al., 2008: 308; Kratochwill, 2008: 1; Oliver, 2009; Elliot and Bolden, 2009).

The result of this survey is not quite different from that of an observational research conducted by same researcher in same population but which used different sample: different schools and teachers (Kukuru, 2011). In that research, twelve classroom teachers in six secondary schools were observed by the researcher on expression of classroom management principles. Findings showed that among seven identified principles on physical arrangement, only two and a half were expressed; on competence /skills based principles, only one out of twelve teachers demonstrated with-it-ness, another one paced her lesson well, and the only teacher that experienced disruption could not manage it well; on principles that centered on teacher-learners' inter-actions (cyclic process), only three teachers passed while nine failed. The findings depicted inadequate expression of classroom management principles. Whereas one research result shows inadequate expression (practice), the other research result (this) discloses weak stretch of knowledge (theory), both on classroom management principles. An important point is that both researches were conducted in the same population about the same time (less than three weeks interval). The issues of inadequate backgrounds of the teachers and, their negative attitude towards the teaching profession, would have contributed considerably to the similar performances.

CONCLUSION AND RECOMMENDATIONS

This research was on stretch of knowledge on classroom management principles of teachers in secondary schools. Findings show that although the teachers claimed to have sufficient knowledge, there is a significant difference between what they claimed and what are acceptable on stretch of knowledge on classroom management principles, using spectacles of specialists in the field. In future, this research may be replicated in other parts of Ondo State and beyond in Nigeria to enable educators see situations in those places for comparisons and contrasts. Moreover, other researches may include the skills/competencies of teachers such as with-it ness, multi-tasking (overlapping), pacing, orchestration, self-presentation, and handling of disruptions, which were excluded in this case. Below are recommendations which may improve classroom management in the population of this research.

1) Adequate training seems to be the most important factor. Thus teacher trainers/preparers in the faculties and colleges of education need to be more hard-working in various dimensions to produce adequately prepared teachers.

2) Teachers require current knowledge on the present state of the teaching profession. A thoughtful enough teacher would not find it hard to perceive the importance of teaching in a society. Those that are well informed can enlighten others, and the ministries of education at both state and federal levels can organize seminars on this issue to inform teachers.

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APPENDIX

Department of Social Science Education,
Faculty of Education,
Adekunle Ajasin University,
Akungba-Akoko,
Ondo State,
Nigeria.

Dear Teacher,

Questionnaire on classroom management

The attached questionnaire is on classroom management geared towards improvement of education. Please objectively (honestly) respond to it.

Thank you very much.

Yours sincerely,

Researcher.

Section A: Demographic data required

1. Name of your school

2. Your Qualification

3. Your Area of Specialization

4. Your Teaching Experience: Below 2 years 2 - 5 years
6 – 9 years 10 – 15 years 16 – 20 years
21 – 25 years 26 – 30 years Above 30 years

5. The Class/Classes that you teach

6. The Subject/Subjects that you teach.

Sections BI, BII and BIII: Please tick the appropriate option

Please note that:

SA means Strongly Agree
A means Agree
D means Disagree
SD means Strongly Disagree

| S/no. | Section BI: Role of classroom management | SA | A | D | SD |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----|---|---|----|
| 1. | Classroom management is important | | | | |
| 2. | It is necessary for a class to succeed | | | | |
| 3. | It is important for teaching | | | | |
| 4. | It is important for learning | | | | |
| Section B II: Experience before service | | | | | |
| 5. | As a student teacher, you were taught principles of classroom management | | | | |
| 6. | You have not undergone professional training as a teacher | | | | |
| Section B III: Your usual practice | | | | | |
| 7. | You used to observe classroom management principles when teaching | | | | |
| 8. | You write down the classroom management principles that you usually observe, in your Lesson Note/Plan | | | | |
| 9. | It is not necessary to write the principles down in your Lesson Note/Plan because you have internalized them | | | | |
| 10. | Writing them down in your Lesson Note/Plan is a non-issue because you are not quite aware of them | | | | |
| 11. | Because you are not quite aware of classroom management principles, you could not observe them | | | | |
| 12. | Because you are not quite aware of classroom management principles, you are not quite conscious of their role in teaching / learning | | | | |

Section B IV: Free Responses section

Please briefly honestly and painstakingly respond to the following items in writing, on effect of each item to classroom, teaching, or learning.

13. A neat and tidy classroom

.....
.....

14. Well arranged seats and desks

.....
.....

15. Setting of educational media: especially electronic such as computer, over-head projector, television, radio; others such as work cards, photocopied sheets, display cases, boards, ahead (not exposing them) (Please use any two as examples)

.....
.....

16. Ensuring that order to use each of the materials by each student is specified and displayed in a conspicuous section of the classroom

.....
.....

17. The teacher's table is placed at a strategic point in the classroom

.....
.....

18. Major classroom rules which should have been concluded upon through agreement between staff and learners rather than being dictated by staff, are made available

.....
.....

19. The major classroom rules are displayed at an appropriate section of the classroom

.....
.....

Items 20 – 26: Still on effect of each item to classroom, teaching, or learning when/where the teacher:

20. Teaches and re-teaches desirable behaviour patterns

.....
.....

21. Uses non-verbal signals such as gesture, posture, movement, position in the room, facial expression, to indicate disapproval of undesirable action

.....
.....

22. Disallows noise making firmly but pleasantly

.....
.....

23. Checks extroverts and encourages introverts to participate

.....
.....

24. Distributes questions democratically

.....
.....

25. Is humane, mature, and humorous

.....
.....

26. Checks hidden curriculum by disallowing day-dreaming or other psychological disturbances

.....
.....

Thank you very much.

Yours sincerely,

Researcher.