THE RELATIONSHIP BETWEEN EFFECTIVE CLASSROOM MANAGEMENT AND STUDENTS’ ACADEMIC ACHIEVEMENT

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Abstract: Physics occupy a unique position among the science subjects taught in secondary schools; therefore it is very important to lay very good and solid foundation in the secondary schools. The aim of this study therefore was to examine the relationship between effective classroom management and students’ academic achievement in physics subjects. The study was carried out in ten randomly selected secondary schools in Shomolu local Government Area of Lagos State. The design adopted for the study was a descriptive survey approach. Simple descriptive analysis was used. The major instrument used in this study were student questionnaire, teacher questionnaire and physics achievement test, data were gathered with the research instrument and were analyzed, the research question were investigated and four hypothesis were duly tested using ANOVA and t-test statistics. Based on the findings of this research, it was concluded that effective classroom management skills or techniques have strong and positive influence on student achievement in physics.

Key words: physics in secondary schools, effective classroom management skills, students’ achievement in physics

INTRODUCTION

The classroom is that space bounded by the wall and roof which a teacher houses his pupils/students for the purpose of giving instruction to such pupils/students. In other words, it is a shelter for both teachers and learners so as to engage in educative activities. Classroom teaching is a complex task in a complex environment. The classroom is the immediate management environment for formal knowledge acquisition. It is made up of the teacher, the learners, learning equipment and the environment. Usually a secondary school teacher is in a modest-sized room with between 20 to 40 students.

Kimberly (2001) stated the five characteristics of a classroom as security, open communication, mutual liking, shared goals and connectedness.

Management on the other hand, can be seen as the process of designing and maintaining any setting in which people work in groups for the purpose of accomplishing predetermined goals. The idea of ‘any setting’ equally indicates that management is applicable to all establishments which do not exonerate educational setting. The Oxford dictionary (6th edition) defines management as the act of running or controlling or skill of dealing with people or
situations in any way. Loomiz (1980) define management as a method where a group of people at the highest level of organization plan, organize, communicate, coordinate, control and direct the actions and activities of people who work for the organization toward the achievement of organizational objectives. Some people believe that education and management are incompatible; management is seen as process that happens in industry but not in education. The management role of a teacher therefore is not the same as that of an accountant or of a bank manager, but a management role is certainly an institution that has specific objectives and a school is not an exception. In order to achieve its aims, a school has to have objectives, and to achieve these objectives, the various people with responsibilities in the school especially in a classroom have to plan, organize and lead.

Classroom management is the term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. The term also implies that the prevention of disruptive behavior. It is possibly the most difficult aspect of teaching for many teachers; indeed experienced problems in this area cause some to leave teaching altogether. Classroom management is a complex set off articulate behavior which the teacher uses to establish and maintain conditions to enable learners achieve instructional objectives efficiently. Brown (1995:150) looked at classroom management as a “process involving the organization of certain academic tasks which are essential for effective teaching and learning in a specific set up.” Classroom management first became a popular topic in education during the1970’s and 1980’s (Tavares, 1996 and Butchart, 1995). The focus in these early years was primarily on making the classroom safe and establishing behavior management, used to control and shape students behavior to conform to school rules by the classroom teacher. Classroom management using an authoritarian or punitive approach did repress disorderly behavior, but it did not foster student’s growth or allow the acquisition of more sophisticated modes of learning, such as critical thinking and reflection (Jones, 1995). In the 1990’s classroom management developed beyond a set of educational techniques to become “a complex process in which an environment is constructed in an on-going, reciprocal manner. This process included dialogue between teachers and students, reflection on past and present experiences, and looking at how one’s behavior affected others in the environment (Schneider, 1996). Research from Balmer(1988) and Brophy and Good (1986) shows that the time the teacher has to take correct misbehavior caused by poor classroom management skills result in a lower rate of academic engagement in the classroom. From the students’ perspective, effective classroom management involves clear communication of behavior and academic expectations as well as a cooperative learning environment. Research findings converge on the conclusion that “teachers who approach classroom management as a process of establishing and maintaining effective learning environments tend to be more successful than teachers who place more emphasis on their as authority figures or disciplinarians” (Brophy, 1988,p.1). A significant body of research also attests to the fact that that classroom organization and behavior management competencies significantly influence the persistence of new teachers in teaching careers (Ingersoll and Smith, 2003). New teachers typically express concerns about lacking effective means to handle the disruptive behavior of students (Browsers and Tomic, 2000). Effective teaching requires considerable skill in managing the myriad of tasks and situations that occur in the classroom each day. The ability of teachers to organize classrooms and manage the behavior of their students is critical of achieving positive educational outcomes. As zeidner (1988) states: adequate classroom discipline is generally regarded to be one of the most essential aspects of education as well as an absolute prerequisite to achieving instructional objectives and safeguarding students’ psychological, social and physical well-being. The objectives of classroom are for students to gain social and academic success in a structured environment that caters to tolerance, exemplary behavior and learning. Effective classroom management means implementing strategies that create a safe, fair and rule based learning environment for students to flourish in. Emmor and Evertson (1981) states that effective classroom management consists of teacher behaviors that produce high levels of student involvement in classroom activities, minimal amounts of student’s behavior that interfere with the teacher’s or other student’s work, and efficient use of instructional time. Teachers that are effective classroom manager have; planned rules and procedures carefully, systematically taught these to students, organized instruction to maximize student task engagement and success, communicated directions and expectations to students. Teachers who have problems with behavior management and classroom discipline are frequently ineffective in the classroom. Class maintenance begins by setting a stage. Lingren (1996:272) noted that, “stage setting is a way of initiating structure, a term used in recognition of the fact that any ongoing situation has a certain trend, characteristics and cues that people use as basis for action.” This is the initial stage of self-acquaintance with the learners, their attitudes and behavior by the teachers. In establishing effective communication skills with them, through such approach like simple praise, and direct approach with clear natural voice. The teacher, as teaching/learning continues will normally use general classroom management principles. These include activities like establishment of rules and regulations, and giving rationale for any ongoing factors. To know that the rules and regulations are meant for learning objectives, the learners are guided by teacher’s action, and learners’ partake in school affairs and classroom activities. The rules and
regulations are established and reviewed periodically. Reward or punishment is to be given where necessary in order to motivate, and to cope with discipline situations in the class and the school. Instructional management is the most important aspect of curriculum implementation is the organized classroom plan. To this effect, Offorma (1994:270) stated that, “the instructional consideration in curriculum development level include teachers making daily decisions about subjects, course, content, grouping of instructional material pacing and sequencing of activities and assessing how well students learn, which directly affects students learning.” In this process, the teacher with his words of experience should always be flexible with knowledge of the subject matter and learners, especially the fast and slow learners. He should use a variety of methods and techniques in the course of teaching and learning, and adjust where necessary. The teachers should establish relationship with the learners considering their intellectual levels and work with them cooperatively so as to contribute effectively to the process of learning. A democratic atmosphere should be created, where possible, such that needs and interest of the learners, as well as their likes and dislikes, are adequately catered for. This is ideal instructional management unlike what is presently going on, at least partially, in some of our schools nowadays. These approaches were derived from various conception and definition of classroom management terms. They are as well highlighted as follows: Permissive approach is the total absence of control or imposition of any kind on the learners. It is believed that learners should be left freely and alone, to carry out learning activities. They should only be advised or helped to carry out learning on their own volitions. This approach makes learners aggressive, develops unhealthy rivalry, causes withdrawal attitude, and distorts effective group work. The effectiveness or non-effectiveness depends on the position of who employs it as stated by Spock (1996) that “strictness or permissive approach is not the real issue but stout hearted teachers who are not afraid to be firm where necessary can get good results with either moderate strictness or moderate permissiveness.” This means it is the firm position of the teacher that will yield good results. The permissive approach gives learners natural development. They solve their problems in the natural ways with no control from the teacher. This approach emanated from clinical or counseling psychology. It deals with human internal reactions, which results in physical action. The socio emotional approach tells of action among more than one individual. There is usually interpersonal relationship with the awareness of the learner. The teacher, who is normally the principle actors in classroom matters, takes his intensions with real zeal and he adapts democratic principles to classroom setup. He takes every learner with confidence where learners’ negative and positive behaviors are converted to purposeful learning. It is in this approach that teachers establish strong interpersonal relationship with the learners.

This is the way learners are arranged in the classroom for easy instruction. The physical arrangement or positioning is done for easy communication, audience of learners, movement and consultation. This will depend on the likes of the teacher, the type of class, learners’ composition, types of lesson and learners’ level. Common classroom arrangements are horse hoof, row, cluster, and round table types.

It is the type of approach, which uses the harsh action of the teacher or authority to coerce to learners into learning situation. It involves the use of threats, pressure, force, disapproval action, coercion, ridicule and sarcasm.

Punishment and scolding may be adapted by the teacher to make learners comply with suitable learning situation. In this way learners may sit quietly with no movement and look frightened. In modern classroom management, this may not be as effective as other approach. As put forward by Okafor (1998:80), learning take place best where both learners and staff feel free and relaxed, but on the other hand there is need for the exercise of legitimate authority such as intimidation to insure law, order and discipline to avoid chaos otherwise, proper learning will not take place.

In most circumstance, teachers prefer other approaches to this as they prove better strategies.

On instructional, Offorma (1994:136) stated that, “It is all in process of activities engaged in by the teacher with the aims of facilitating change in the learners’ behavior i.e. the planned interaction between the learners and the learning activities.”

This means it is diagnosing, planning and the preparation of instructional aides to achieve, educational objectives. It is also aimed at fulfilling policy procedures and need in education through teaching. There is the planning, acquiring of skills, methods and evaluation procedure. With the teachers experience he will guide and direct instruction activity and solve problems through using better strategies.

Group process approach to classroom management is the molding or conglomeration of learners in order to achieve instructional objective. It involves the grouping of the learners based on social bases. To it importance Lingren (1996:296) stated that “nowadays the frontier areas of education that psychologists and educators are exploring are the use of classroom groups in promoting some of the objectives of education.”
Some of the major educational objectives are learners’ developmental tasks and acquisition of skills and information in learning tasks. In specific terms, these include critical thinking and constructive development of self-discipline, to work corporately, to accept responsibility for one another. Group process has goals, bears leadership made attractive and conditioned by effective communication. There is the acceptance of learning roles, good relationship and problem solving.

This emanates from social and power struggle by human beings. In class it deals with the relatedness of the learners to the teacher, the instruction, the materials, to each other, and to the environment. It involves the teacher’s preparedness, his mode of action, the classroom atmosphere, discipline and the effective execution of planned class activities.

This is where the teacher has total control over the learners. Their behaviors are molded to conform to unnatural situations. It is termed as teacher centered, and is applied in form of threats to the learners. This came about in the olden days as put forward by Radbill, in Okafor (1998:3) that, “maltreatment of children has been justified for many centuries by the belief that several physical punishment was necessary to maintain discipline to transmit educational idea so as to please certain individuals or authorities”. In this approach the teacher uses control strategies to make learners conform to rules and regulation for effective learning. He uses reward and punishment to reinforce his wishes. There is no independence, no democracy, no trust, confidence from the learners.

Teachers who are interested in fostering and promoting effective classroom learning cannot ignore classroom behavior of their students. They work towards ensuring that learners acquire important habits that would help them cope with learning events. They would want students to feel, think and act with respect for themselves and other people. These enable them to learn how to pursue their own well-being and to act in consideration of the feelings of others. Observant teachers know when learner behavior becomes disruptive and interferes with classroom activities (Sharp and Smith, 1991).

Disruptive behaviors are inappropriate behavior, which interfere with the academic and administrative activities of a school (Amada, 1999). Among the disruptive behaviors commonly identified by teachers are bulling, hitting, name calling, sleeping in class, prolonged, chatting, excessive lateness, unexcused exit from class, verbal or physical threat to a student or teacher, eating in the class (Amada, 1991). These disruptive behaviors may persistently or grossly interfere with the academic learning of the school making it difficult for both the learners and teachers function effectively and efficiently. Learners who are disruptive have been observed not only to cause a lot of problems to their classmates and teachers but are most affected both socially and educationally (Santrock, 2004 and Sorcinelli, 2002).

A number of factors have been suggested as being responsible for disruptive behavior in the classroom. According to Santrock, (2004), the most valuable advice in trying to locate the cause of disruptive behavior in the class would be to raise questions in these questions in this order. Is the cause from the school/class environment? Is it from the teacher? Is it the child?

The physical and psychological environment of the school may be such that do not promote orderly behavior. School that are two large, impersonal, competitive, lack rules and regulations, and meaningful curriculum may create conditions not conducive for learning. Teacher’s levels of intelligence, subject matter mastery and professional competence may determine the relationship with students and success in behavior may be influenced by the learners’ psychological disposition which in turn may have its origin from the home (Eze, 2002, and Sontrock, 2004).

The expectations of science every teacher is that learners will develop appropriate interpersonal communication skills, self-discipline, and problem solving skills. These attributes if acquired go a long way to minimize problem behavior in the classrooms and ensure an increase in skills and behavior in the classrooms and ensure an increase in skills and behaviors that lead to social competence and effective classroom climate (Sorcinelli, 2002).

Research has shown that learners’ ability to interact effectively with peers, teachers and family members is crucial to their socio-psychological development and adjustment at school (Santrock, 2004). Inadequate socio-psychological has also been observed to relate positively to low academic achievement among learners in schools (Charles and Senter, 2002).

The teaching of physics in secondary schools has been an issue of major concern to science educators because physics is one of the basic science subjects that must be taught in the senior secondary school. The teaching of physics provides the learners with understanding, skills and scientific knowledge needed for scientific research
fostering economic and technological growth in the society, where they live thus improving the standard of living. For a long time physics has been mystified as difficult and hence as one of the most dreaded subjects by students. This dislike for physics might be attributed to so many reasons such as the subject itself, the methods which are being used to teach the subject, lack of effective classroom management skills of the teacher is one factor that may affect student achievement skills of the teacher and so on. As stated by Mills, 1991 “the teaching approach adopted by a teacher is one factor that may affect student achievement, therefore the use of appropriate teaching method is critical to the successful teaching and learning of physics. Thus improved teacher preparation and professional development in classroom management are part of the solution towards a better learning of physics.

It is evident that a well improved and structurally planned classroom management technique can help to achieve a better performance of students in schools, it is therefore important for teachers for teachers to consider some of the basic tips required when trying to implement classroom behavior management strategies.

**STATEMENT OF THE PROBLEM**

In Nigerian secondary schools, the most common problem reported by teachers is those that relate to behavior management in the classroom (Igbo, 2005). The evidence is irrefutable, surveys of graduates’ education schools and colleges indicate that sometimes in an attempt to maintain order in the classroom sometimes teachers can actually make the problem worse which leads to known implications such as; lackadaisical attitude towards learning, loss of interest in the subject and in general a poor academic performance of such a child. Considering this observation, one wonders the extent these teachers are aware of and apply research supported classroom behavior management skills. Over the years there has a record of poor performance of students in physics examination which are written every year in the country. It has also been observed that students no longer have interest in learning physics. Since classroom management is a keystone for students learning and has been cited by virtually every researcher and reviewer who looked at the relationship between educational practices and student results (Angell, 1991; Harwood, 1992 et al) If the school authorities and physics teachers emphasize more on how to implement classroom management skills perhaps these problems stated above could be minimized. However, there is a need to determine the strategies teachers perceive to be effective in handling disruptive behavior in secondary schools, therefore this research work will look into better ways of implementing effective management strategies which aid in the improvement of students in physics and also how the interest of students in the subject could be regained.

**LITERATURE REVIEW**

The quality of education has been reflected not only in the subjects taught and achievement levels reached, but also in the learning environment. The environment has both reflected and influenced the behavior of students, and it has been affected by events within and outside of the school (Condition of Education, 1998). Most educators and researchers have agreed that the total environment should be comfortable, pleasant, and psychologically uplifting; should provide a physical setting that students find educationally stimulating; should produce a feeling of well-being among its occupants; and should support the academic process.

One major aspect of the classroom climate that has fallen under the control of the teacher is that of classroom management and discipline. As might be expected classroom climate which motivated learning and afforded the students the opportunity to be actively and meaningfully engaged in academic activities influenced the positive rating of teacher’s classroom management hence the relation to their performance in physics. Classroom management has referred to all the planned or spontaneous activities and interactions that have occurred within a classroom. In recent years, a growing interest has emerged in the area of classroom management. The classroom environment is a large part of classroom management that will either encourage students to succeed, or hamper their abilities and cause more failures. The classroom environment is different than the classroom management because it
deals with how the students feel in the classroom. While classroom management focuses on procedures, routines, and expectations, the classroom environment focuses on the relationships between students and teachers, as well as how the students feel amongst their peers in the classroom (Stepanek, 2000).

Classroom management is the heart of teaching and learning in school setting. A well-managed classroom can provide an exciting and dynamic experience for everyone involved. Unfortunately, student behavior can often with this process. Good classroom management implies not only that the teacher has elicited the cooperation of the students in minimizing misconduct and can intervene effectively when misconduct occurs, but also that worthwhile academic activities are occurring more or less continuously and that the classroom management system as a whole is designed to maximize student engagement in those activities, not merely to minimize misconduct. Many times, by encouraging behavior that is more positive and uplifting in one classroom, the behavior will carry on into other classrooms, taking the safe environment further than one classroom. Student achievement, as well as emotional and social outcomes, can all be positively affected by a safe, positive learning environment (Stepanek, 2000). When teachers do not tolerate disrespect both among students and between the students and teacher, they set the standard for their classroom and students feel more encouraged to participate and take risks in the classroom. Because of this, setting the classroom environment is often just as important as establishing classroom management strategies.

Teachers have entered a new age of classroom management. Faced with new challenges during the first part of the twenty first century teachers, teacher educators and school administrators have searched for alternative ways to manage classrooms. However, finding answers to classroom management situations is difficult because there is disagreement about what constitutes effective classroom management approaches.

Some administrators and teachers think of classroom management and discipline as being synonymous terms. Vasa (1984) describe classroom management as behaviors related to maintenance of on-task student behaviors and the reduction off-task or disruptive behaviors. Those who share his view define effective classroom management as a way of preparing students for life. They focus not on controlling students’ behavior today but on preparing students for the world they live in tomorrow. Teachers and administrators who approach classroom management from this perspective define effective classroom management as the process of creating a positive social and emotional climate in the classroom (Morris, 1996).

One of the most important skills possessed by effective teachers is that of classroom management. These skills are considered by Lang et al. (1994) as by far the most important aspect of a teachers training and they state that effective classroom management is largely concerned with disruptive strategies, but other aspects are also of vital importance. Aspects are also of vital importance. The definitions developed by Conrath (1986) for classroom management includes the organization and planning of students’ space, time and materials so that instruction and learning activities can take place effectively. Alternatively, effective classroom management was divided into four main categories in the studies of Evertson & Emmer (1982) and Sanford (1984). These four categories are: classroom procedures and rules, student work procedures, managing student behavior and organizing instruction. It is clear from these examples that classroom management is much more than a collection of strategies for discipline and involves many aspects of a teacher’s professional expertise.

Teacher’s varying approaches to classroom management are reflected in differing levels of effectiveness. For example, a well-prepared teacher has a much greater chance of achieving effective lesson management. In the discussion of Lang et al. (1994), different approaches to discipline are said to range from intimidation to total permissiveness. They advise that such extremes should include monitoring and enforcing reasonable classroom rules, procedures and routines. Effective teaching is more than discipline alone and classroom management has been closely linked to the achievement and engagement of high school science students (McGarity & Butts, 1984). Both this study and the discussion of Lang et al. indicate that teachers should strive to develop effective classroom management techniques and that this will have a significant impact on their educational effectiveness. An analysis of the past fifty years of educational research as noted by Wang, Haertel, and Walberg (as cited in Conte, 1994) revealed that effective classroom management increases student engagement, decreases disruptive behaviors, and makes good use of instructional time.

Behavior theorists in the 1930’s through present day described frameworks for encouraging and maintaining good behavior. These behavior theories greatly influenced, and are still influencing classroom management. According to Emmer and Stough (2001), some studies have used student achievement or attitude as outcomes. But most classroom management research today has been concerned with identified how teachers bring about student engagement with each other and limit the disruptions in the classroom.
The following paragraphs will summarize the work of some important behavior theorists. These summaries will identify the influences each has made on classroom behavior and management.

Burrhus Fredrick Skinner’s philosophies can be related to the issue of classroom management. As a renowned learning theorist in the 1930’s and 1940’s Skinner (Sprinthall, 1981) emphasized his research on how the organism learns, regardless of its inherited potential, regardless of its species. Otherwise stated, he saw learning as a result of associations forced between stimuli and actions, or impulses to act. Simple associations would accumulate to larger groups of learned associations. Skinner felt learning resulted due to conditioning, similar to Pavlov’s dog’s being conditioned to salivate at the sound of a specific tone. In regards to the classroom, Skinner (Conte, 1994) stated that by rewarding students for good behavior and ignoring or punishing wrong behavior, students would come to understand how to behave in a classroom environment. Behaviors that were rewarded would be repeated; those that were not would be avoided, and thus, a well-behaved class would result. This step-by-step conditioning process helped Skinner (Sprinthall, 1981) develop and his first “teaching machine” in the 1950. The teaching machine was a form of programmed instruction. At first, it was seen as a threat to teachers and their jobs. Reassuring the educators, Skinner announced that his programmed instruction was a learning aid, not a substitute for a human teacher. He also reassured educators that the children trained with the device would not become mechanized little robots, but would more likely be able to reach their intellectual potential. Later, Skinner was credited with creating a revolution in the technology of education.

Skinner’s research of reinforcing stimuli also led him to the development of behavior modification techniques in the classroom. Behavior modification involved training teachers to wait for their students to emit appropriate responses and then to reinforce those responses quickly and consistently. This idea of behavior modification would again, revolutionize technology in education.

In the 1950’s, Glasser’s Reality Therapy (Emmer and Stough, 2001) stressed the use of choice as the cause of behavior, good or bad, and thus instructed teachers to direct students towards making value judgments’ about their behavior. By making value judgments, students would come to realize the importance of “good” choices in behavior and continued to make them again in the future. Therefore, students were taught the difference between a “good judgment”, and a “bad judgment”. Students are taught “right” from “wrong” at a very young age. Parents model this behavior for their children on a daily basis. They make value judgments by making “good choices” and consequences are given for “bad choices”. This process too, is to promote good behavior and diminish bad behavior in the classroom.

Jacob Kounin and his colleagues engaged in substantial classroom management research during the 1970s. His work focused on determining whether specific behavior settings and environmental conditions influenced behavior. He also identified a set of teacher behaviors and lesson characteristics including, weightiness, smoothness, momentum, overlapping and group alerting. These characteristics would describe a teacher who knew what was going on at all times in the classroom and was able to deal with more than one issue or problem at a time. Good classroom management would then facilitate student learning, by allowing teachers to accomplish other important instructional duties. Kounin (Conte, 1994) thought teachers who could be that “aware” would be better managers of children in the classroom.

According to Emmer and Stough (2001) Kounin also became interested in a rather contemporary issue of the time. He questioned whether managerial behaviors that work for regular education students have the same effects on students identified as emotionally disturbed in the same classrooms. His answer was “yes,” at least in whole class behavior settings in regular education classrooms. This research was an early indication that inclusion of children with disabilities within the classroom was the right approach. Kounin’s work then focused on management research shifting from reactive strategies to preventive strategies to preventive strategies and from teacher personality to environmental and strategic components of management. His work highlighted the influenced of classroom activities as a source of important variations in student and teacher behavior. With this wide range of theories, Kounin’s research of classroom management helped to identify many of the issues teachers are still facing in today’s classroom.

Maslow’s research on hierarchy of needs has also influenced effective classroom management. Helping students meet their own needs is of the utmost importance to enhance student learning opportunities and to maintain teacher longevity in the classroom. Maslow (as cited in Sprinthall, 1981, p. 327) an important psychologist in the area of motivation theory, has suggested that there is a definite order in which individuals attempt to satisfy their needs. Maslow had declared there is an “order-of-importance” that is universal among all humans. Until these needs are met, the individual will not be concerned with the needs of the next level of importance. In other words, basic
survival needs override other needs in this hierarchy. Herbert Grossman (Gordon, 2001) recaps students’ basic needs and the order which those needs must be met to produce well-balanced members of society. The following is a summary of Grossman’s basis for student need using Maslow’s need hierarchy: physiological satisfaction: taking care of hunger, thirst, and rest, Safety: avoiding injury, physical attack, pain, extreme temperatures, disease, and physiological abuse, Nurture: receiving love and acceptance from others and having a feeling of belonging to a group, A sense of personal value: experiencing self-esteem, self-confidence, and a sense of purpose and empowerment, Self-actualization: realizing one’s full potential.

The theory of hierarchy of need can be related to the school setting. According to Gordon (2001) school staff members may attend to basic physiological needs on a daily basis by providing breakfasts and lunches for needy students, and in some cases, making home visits to teach parents how to provide for their children’s needs. Until these physiological needs like food are met, basic functioning in the learning environment is very difficult, maybe even impossible. Although meeting the second category of needs those regarding safety issues may lie outside of the teacher’s direct influence when students are at home or away from school, some of these needs can be addressed in the classroom. Good classroom management can help to ensure protection of students from physical attacks by other students, dangerous environmental conditions such as playing around electrical equipment, and from psychological abuse from peers or adults.

Gordon (2001) believes the teacher has the opportunity to create a learning environment that is kind and respectful in order to meet the nurturing need. Students will be better able to reciprocate genuine loving, caring behaviors toward other people if the demonstration of affection is modeled for them in classroom.

The fourth category of needs that Gordon (2001) states surrounds self-esteem, self-confidence, a sense of purpose, and empowerment that will directly relate to love and acceptance. If a student feels cared for and can express those emotions and behaviors, the student will continue to build self-esteem and confidence. The need of self-actualization can be fulfilled when the more basic needs have been met. All of these theories are an intricate part of the history of classroom management research. Together the theories help build a foundation upon which we can continue to build our research on classroom management, inclusion of disabled students, reactive and preventative responses, and making value judgments.

PURPOSE OF STUDY

The main purpose of this study is to determine the impact of effective classroom management on students’ academic performance.

RESEARCH HYPOTHESIS

In the study, the following null hypotheses were formulated:

H0₁: There is no significant difference in the classroom management among the selected schools.

H0₂: There is no gender difference in the performance of physics students.

H0₃: There is no significant difference between students’ performance and effective classroom management.

H0₄: There is no significant difference in teacher perception of effective classroom management.
METHODS

A descriptive survey approach was adopted for this study to gather relevant information. The research was a survey on how effective classroom management skills or techniques could positively influence the achievement of students. The study is carried out in some ten randomly selected senior secondary schools in Shomolu Local Government Area of Lagos state. The population of this study was directed towards science senior secondary school (physics) students and teachers in the ten selected schools in Shomolu L.G.A. of Lagos state. The sample will consists of SS2 and SS3 science (physics) students in public secondary schools in Local Government area of Lagos state. In all, an equal amount of 80 students each from SS2 and SS3 classes and 20 teachers will be selected from ten secondary schools for the study.

INSTRUMENT

Data were collected using a structured classroom disruptive behavior questionnaire. It was a modified Likert type questionnaire developed by the researchers through extensive review of literature and from their personal experiences as teachers and interaction with other teachers. The instrument has two main parts. The first part requested for relevant information on the personal data of the respondents. Part two of the instrument sought for information that assisted in answering the research questions that guided this study. The items on sections B were structured on a five point rating scale of Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). An achievement test for students in SS2 classes of the selected schools was also used in order to assess the students’ academic achievement before and after the study. The achievement test contains multiple-choice questions from past WASSCE questions.

DATA ANALYSIS

The data obtained through the questionnaire were collected, organized and analyzed using mean and standard deviation. The decisions on the quantitative data obtained from the internal scale were based on the real limits of the number corresponding with the obtained mean rating. The t-test statistics was also used at the 0.05 level of significance to see if there was a significant relationship between effective classroom management and students’ performance in physics.

H0: There is no significant difference in classroom management among the selected secondary schools.

The summary of the data analysis is presented in table 1
TESTING OF HYPOTHESIS

Table 1: Classroom management in selected secondary schools

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<thead>
<tr>
<th>SCHOOLS</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>STD</th>
<th>F</th>
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<td>1.32362</td>
<td></td>
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<tr>
<td>School 5</td>
<td>20</td>
<td>57.65</td>
<td>1.19048</td>
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<tr>
<td>School 6</td>
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<td>56.09</td>
<td>0.61936</td>
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</tr>
</tbody>
</table>

P < 0.05

From the above table it is easy to see that the results show a significant difference exists among the classroom management of the selected schools for the study.

Further, it is necessary to find out if there is a difference between the performance of boys and girls in the selected schools and makes use of the t-test statistics to know whether the hypothesis is true. To accomplish this, we used hypothesis two,

H0: There is no gender difference in the performance of physics students.

Table 2: Gender difference on students’ performance in physics

<table>
<thead>
<tr>
<th>GENDER</th>
<th>N</th>
<th>MEAN</th>
<th>STD</th>
<th>T</th>
<th>DF</th>
<th>Sig P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>76</td>
<td>10.3947</td>
<td>3.24172</td>
<td>0.578</td>
<td>118</td>
<td>0.991</td>
</tr>
<tr>
<td>Female</td>
<td>44</td>
<td>10.7501</td>
<td>3.25737</td>
<td>0.577</td>
<td>89.566</td>
<td></td>
</tr>
</tbody>
</table>

P < 0.05

The results in the above table show clearly that at 0.05 level of significance, showing that P=0.57 and t=0.58. From this results, it is therefore seen that the hypothesis is accepted which means that there is no gender difference in the performance of the students in the selected secondary schools. This agrees with the findings of Opyene and Opolot (1995) which states that there is no significant difference between the achievement of boys and girls of Uganda SSIII students.

H0: There is no significant difference between students’ performance and classroom management.
Table 3: Relationship between classroom management and students’ academic performance

<table>
<thead>
<tr>
<th></th>
<th>MEAN</th>
<th>N</th>
<th>STD Deviation</th>
<th>T</th>
<th>DF</th>
<th>Sig P</th>
</tr>
</thead>
<tbody>
<tr>
<td>performance</td>
<td>10.525</td>
<td>120</td>
<td>3.23833</td>
<td>66.064</td>
<td>119</td>
<td>0.889</td>
</tr>
<tr>
<td>Classroom management</td>
<td>56.0917</td>
<td>120</td>
<td>6.7848</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P < 0.05

Thus from the above table having level of significant to be 0.05 while P=0.89 and t=66.064. this result therefore shows that the hypothesis is accepted implying that there is no significant difference between students’ performance and classroom management.

H0: there is no significant difference in teacher perception of an effective classroom management.

Table 4: Teacher perception of classroom management

<table>
<thead>
<tr>
<th>Teacher perception of classroom management</th>
<th>N</th>
<th>Mean</th>
<th>Std Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>21</td>
<td>3.16228</td>
</tr>
<tr>
<td>Variable</td>
<td>X2</td>
<td>DF</td>
<td>P</td>
</tr>
<tr>
<td>Teacher perception</td>
<td>0.67</td>
<td>4</td>
<td>0.96</td>
</tr>
</tbody>
</table>

P < 0.05

The results showing that X^2=0.67 and P=0.96 with 0.05 level of significance implies therefore that the null hypothesis is accepted which means that there is no significant difference in the perception of teachers pertaining effective classroom management.

DISCUSSION AND CONCLUSION

The concept of classroom management is broader in scope than that implied in more old fashioned terms like discipline or “control”. It includes all the things a teacher must do to foster pupil involvement and cooperation in classroom activities and to establish a learning environment. The concept spans a very broad range of activities, encompassing such things as arranging the physical setting, establishing and maintaining classroom procedures, monitoring pupil behaviors, dealing with deviant behavior, keeping pupils accountable for work, and conducting lessons that keep pupils on task (Emmer, 1987; Sanford, Emmer % Clements, 1983). In short, a well-managed classroom is a task-oriented, predictable environment where students know is expected of them and how to succeed. Research shows that in a class such as this, a majority of pupils will attain well (Brophy, 11979; Brophy % Good, 1986; Good, 1982; 1983; Medley, 1987). Research findings also converge on the conclusion that teachers who approach classroom management as a process of establishing and maintaining effective learning environments tend to be more successful than teachers who place more emphasis on their role as authority figures or disciplinarians (Brophy, 1988).
A close examination of these findings shows that the causes of classroom disruptive behavior may originate from the school, the teacher or the child as shaped by the environment. These findings are in line with Santrock’s (2004) observation that the causes of disruptive behavior in the classrooms are traceable to three important sources: the teacher - his personality and professional competences and the child. That these factors, which cause disruptive behavior is a common feature of our society that has attracted the attention of different individuals in Nigeria. In the school system, deviant behaviors have manifested in the form of truancy, loitering, bulling, examination malpractices and lateness to schools. The teachers, school, students and society directly or indirectly are causes of classroom disruptive behavior in secondary schools. Government funding of schools has been very poor and available funds have not been judiciously managed. Many children by the circumstance of their birth, family, and peer and general societal influences find proper adjustment in and out of school difficult. These are the major problems that give to the disruptive problems, which are encountered in schools.

The significance of the classroom as an ecological system in which students build their understandings, attitudes and feelings about themselves and their social world is now very much to the forefront in the educational literature (Ball, 1980; Chazan & Galton, 1984; Davies 1982; Doyle, 1977, 1981; Fenstermacher, 1978; Hargreaves et al. 1975; Harre & Secord, management has always lurked in the shadows of research on teaching, despite a widespread concern for management among teachers and the public (Coates and Thoresen, 1976; Elton, 1989; Fuller, 1969; Gallup, 1983; Kyriacou, 1987; Veenman, 1984; Wragg, 1981). Research conducted in the past twenty years has moved the topic from relative obscurity to a prominent place in the research literature on teaching (Brophy, 1988; Doyle, 1986). Thus the preview adopted throughout this work goes beyond the notion of an authoritarian handing down of rules. It conceptualizes the classroom as a workplace inhabited by a teacher and a large number of pupils, some of whom are ready, willing and capable of learning, others of whom are not. These inhabitants jointly evolve a classroom ethos that is conducive to, or obstructive of, the teaching/learning enterprise. Before moving off the justification for using the term “classroom management”, some linkages with the world of industry make interesting comparisons. “Management” was in common currency in education until recently. Consequently, there is a less concept of what it means or implies than is the case in industry. Indeed, it can have pejorative connotations, posing a threat to autonomy and values and conjuring up ideas of authoritarian, power seekers who lack compassion. But this is a false view of management. It does not and should not imply the naked exercise of power, nor the subservience of anyone managed. In well-managed organizations, the ends do not justify the means. The ends must have quality – they must feel good, and the means must allow people to take pride in their work. For “unit manager,” substitute “classroom” and the analogy with industry holds. Knowledge alone is not sufficient to guarantee success in negotiating the many and varied demands of a busy classroom. Teachers must know how to translate this knowledge into practical behaviors. The teachers’ task is to provide a vector of action that is sufficiently attractive and powerful to harness and to hold the pupils’ attention. Where this does not occur, students are pulled into competing vectors, and classroom order is jeopardized. In addition to staying aware of classroom events and their momentum, teachers must also communicate this awareness to students. Kounin (1970) emphasized that teacher’s demonstrated awareness through the timeliness and accuracy of reprimands.

Gender in a nutshell is any difference that is based on soio-cultural beliefs that have evolve overtime, for instance society, society is more at home when boys play football than girls. In fact society dictates certain kinds of labor for men and other kinds for women. The society as a cultural custodian, by its ‘dos and don’ts’ pre-maps gender and consequences for adherence or otherwise. Thus, Ukpong and Inaja (2005), emphasized that many children are programmed from the onset to believe that they cannot succeed in certain fields of life or beyond some practical limits. Nwafor (1994), defined gender studies as a course in any field or disciplines which through practice and theories, seek to recognize and analyses gender inequalities with a view to eliminating them for equitable development and empowerment of the sexes. Sex difference between males and females are essentially unchangeable and universal throughout all human societies while gender differences are socio-culturally determined by human beings and are variable between cultures and changeable over time. Ukpong and Inaja (2005) opined that despite the fact that women constitute a very high percentage of the population of the population of Nigeria, and their crucial role as the first teachers and character molders, be it in respect of male and female, they have continuously suffered a great deal of disadvantage in developmental matters be it political, educational that would help discover their potentials, right and utilize them.

Maduewesi (2005), emphasized that with recent publicity on gender issues, women are no longer regarded as decorative accessories and objects to be moved like before and girls of this age treated with respect and of great importance most especially when it comes to getting the education required.
This finding is not surprising as every child, be it male or female, has had equal rights to education and every child has been given an equal opportunity to perform to his/her utmost capabilities. Each student is given an equal right to excel tremendously in his/her academics. This result is not unconnected to the findings of some gender-based science researchers who have reported that what both the ‘feminist empiricist’ and the ‘liberal feminist critics’ seem to agree is that female in principle will produce exactly the same scientific inquiry (Howes, 2002; Barton, 1998; Sinnes, 2006). They also believe that initiates that build on the assumption that females and males are equal in their approach to science and that inequality in science and science education is caused by political, educational and social factors external obstacles. There is need therefore to give boys and girls exactly the same opportunities and in Nigeria, gender-achievement studies include Abiam and Odok (2006) who found no significant relationship between gender and achievement in number and numeration, algebraic processes and statistics. They however found the existence of a weak significant relationship in geometry and trigonometry. Though globally the mathematics education (STME) has produced inconclusive results, one meta-analysis covering the period 1974 – 1987 on mathematics and gender led to two conclusion: the average gender gap is very small (statistically insignificant), and the fact that the differences tend to decline with time (Friedman, 1989). Neither women nor men should be given any special preference. All it takes is the consciousness and one will have the gender lens on. The main core message in gender approach therefore is that men and women play different roles to promote the well-being of the family and society, (Ikegulu, 2000). In a research by Parson who used cognitive motivational constructs to explain the mathematics course selection behaviors of high school students’ choice was expoctation of success. The relationship between expectation of success and behavioral choice has been described as a number of research such as Kukla (1978) Atkinson (1964) Feather (1959) and Edward (1954). The relationship between expectancy and achievement behaviors also forms major components of attribution theory (Weiner, 1974) and self-worth theory (Beery, 1975), Covington and Beery (1976). According to these theories, the expectations that individuals have that they will successfully complete a task is a main factor in whether they attempt the task or not and does not depend solely on their physical capacity.

CONCLUSION

The findings of this study indicate that the causes of classroom disruptive behavior are traceable in general to the society and in particular to the schools, teachers, children and the homes. Both teachers and students have a significant role to play when it comes to implementing effective classroom management. It might seem that it is only the teachers work to keep the class in order but these results have clearly shown that student and the society as a whole also have a role or two to play in order for classroom activities to run smoothly without disruptions of any sort. From these results it can be clearly stated that the hypothesis 1,3 and 4 which are in the order: classroom management, relationship between students’ performance and classroom management and teacher perception and classroom management are significant while the hypothesis 2 which finds out if gender difference has anything to do with students’ is correlated with utilization of ineffective classroom management by the teachers. Nworgu (1988) and Adeniyi (1986) found out that academic performance of a student is a measure of the teacher’s entire work in training, development and growth. They further stressed out that how effectively a teacher manages his/her class is positively related to the students’ academic performance in an organized and standardized external examination conducted by a statutory examination body such as WAEC or NECO.
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