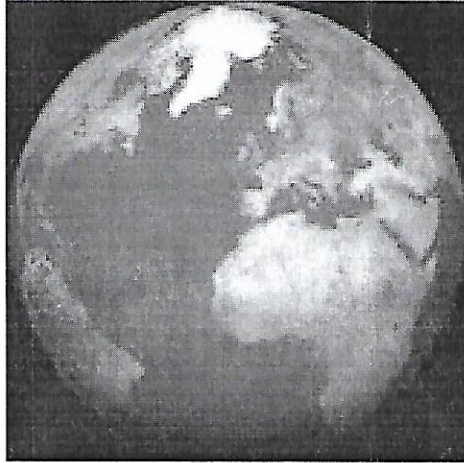


# **JOURNAL OF PEDAGOGICAL THOUGHT**



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# **JOURNAL OF PEDAGOGICAL THOUGHT**



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PERCEPTION OF PHYSICS TEACHERS IN THE MANAGEMENT OF  
PHYSICS CLASSROOM VIOLENCE PRACTICES AND ITS IMPACT ON  
NATIONAL DEVELOPMENT

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**Abstract**

*This study investigated the opinions of physics teachers in public and private secondary schools in 6 education districts in Lagos state, Nigeria on the management of classroom violence practices with its effects on national development in Nigeria. A total of 211 physics teachers from public and private secondary schools in Lagos state were used for this study. A 22 item validated questionnaire ( $r=0.85$ ) structured along teachers' strategies; effects of management on students' behaviour and on national development was the instrument used in collecting data. Gender and years of experience are two moderator variables used in the study. 9 research questions guided the study. Data collected were analysed using descriptive and inferential statistics. The result indicated that physics teachers manage classroom violence properly using negative and positive strategies (calculated mean is greater than bench mark mean). Also, the teachers' management strategies have effect on students' behaviour (teachers' classroom management is significant on students' behaviour at 0.000) and on national development (teachers' classroom management is significant on national development 0.13 and the mean of female teachers' (89.80) opinion on the effect on students' behaviour are more than that of the male teachers' opinion (86.70). Physics teachers have high opinion on the management of classroom crises having impact on national development (estimated mean = 85.1943 is greater than the bench mark mean = 66) and there are no significant differences in the opinion of male and female physics teacher and in the opinion of private and public school teachers (no significant difference at 0.959). Also, teachers' years of experience exert a significant difference*

*(significant at 0.000). Other strategies adopted by the physics teacher in managing classroom violence are group discussion, the use of assignment, punishment and counseling. Recommendations were proffered based on the result obtained.*

**Key words:** *Management, Physics Classroom Violence, National Development.*

### **Introduction**

The history of education and discipline of students can be regarded as one of extreme harshness. Historically, in the 1700's, teachers were given the parental right to act as they would when dealing with disciplinary problems but today, teachers are not allowed to use that extreme harsh approach. Some parents today, quarrel with teachers who discipline their children. Teachers who feel the need for discipline do administer corporal punishment to students under their supervision (Kaliska, 2002).

Classrooms are much more complicated than in years past due to scientific and technological advances. Foreign cultures and practices have so much influenced Nigerian students that several acts of indiscipline often manifest in the school environment. Discipline has become such an obsolete behaviour that teachers no longer receive respect from parents. More students come to school with behavioral problems than ever before, teachers need to be sufficiently trained to deal with today's student behavioural problems, the myth of the "good" teacher discourages teachers from asking for the assistance they need, relevant curriculum content is not always enough to motivate students to behave as once thought (Canter & Canter, 1976).

Effective classroom management strategies are of paramount importance on the part of the classroom teachers. New dimensions to classroom management evolved with the advent of bilingual classes, and students with disabilities. 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 behaviours, and makes good use of instructional time. Kayikci (2008) conducted a study in Turkey on teachers' classroom management skills on the disciplining behaviour of students. The result indicated that a significant positive relationship exists between the dimensions



of students' disciplinary behaviour and teachers 1st, 2nd, 3rd, 4th & 6th dimensions and a negative one with the 5th dimension. The researcher therefore, concluded that teachers' classroom management skills are important predictors of students' disciplinary behaviour. In line with the findings, Kayikci (2009) reiterated that classroom management has been identified as the most important activity in a typical classroom learning environment. This assertion complemented the earlier assertion of Marzano (2003) who asserted that teaching and learning cannot occur in a mismanaged classroom environment. Teyfur and Celikten (2008), and Cummings (2001) reported that teachers undesirable outcomes such as threatening, bullying and use of abusive words affect the learning system negatively and results into unproductive learning outcomes.

The demands made on teachers as a result of aggressive, disruptive, destructive and withdrawn behaviour of the Nigerian students have grown significantly in the past few decades, which also make classroom management more difficult in the later part of the 20<sup>th</sup> century and to this century. Researchers proffered diverse measures such as the provision of numerous opportunities for students to appreciate individual differences, the use of non-violent ways of discipline, and good conflict resolution processes to build communication skills, students' provision and maintenance of rules, standards between people and the provision of multiple avenues for students to express themselves.

Kaliska (2002), worked on a comprehensive study identifying the most effective classroom management techniques and practices, Kaliska (2002) opined that there were several classroom management approaches that could be geared towards all grade levels, or used as a school-wide programme. The Discipline with Dignity approach offered essential skills and strategies to handle anger and disruptive behaviour in the classroom. The main objective was to treat the students fairly, but on an individual basis. The programme strongly encouraged students to learn self-discipline and responsibility. Again, steps for planning an effective classroom management concept revealed one overall objective which is to provide a cooperative and productive learning environment for all students. After rules have been established, it is important to remember what the student needs to do in order to follow the rules successfully. Communication is and always will be the key to success in school environment (Blaya, 2002) linked to cumulative effects of a



set of variables is translated into attitudes, values, behaviours and practices that become a distinctive mark of the school as a whole and is closely rooted in interpersonal relationships that are made between the various protagonists of a school, individually and collectively (Freire, 2001; Freire & Amando, 2009). Schools are "complex, formal organizations as such, include behaviours of diverse actors, organised and interconnected by a structure of authority and a network of relationships that allow partial and unfinished information, resources and products which are passed from one group to another" (Bates and Murray, 1981, 58). According to these authors, school is structurally grouped in two kinds – the "elementary groups" and the "interstitial groups". The former constitutes "basic structural elements" or "social units" (for example, the class, the group of teachers of a certain subject or field of knowledge, the administrative sector, etc.), while the latter, formed by the representatives of the elementary groups, are "connection groups" which origin a network of links in the system's structure (for example, the pedagogical council, the school and/or school group assembly, the class councils, the board of the parents' association). It is inside these interstitial groups that the contact between the members of the isolated elementary groups is established. Freire and Amanda (2009) in their report on "managing and handling indiscipline in school" further opined that most pupils say there is indiscipline in their classroom, despite an important difference between a maximum of 78,7% in one school and a minimum of 60% in another. The schoolyard seems to be the environment where pupils often observe situations of indiscipline. The cafeteria seems to be the environment where more differences can be observed between schools at this level.

It should be noted that, the "ability of teachers to organize classrooms and manage the behaviour of their students is critical to positive educational outcomes" (Oliver and Rashly, 2007). Baker (2005) argued that, "although surveys indicate that experienced teachers have fewer concerns regarding classroom management, such surveys maybe less an indication that teachers learn overtime how to manage classrooms effectively and more of a result of the fact that many teachers who did not learn classroom management skills simply have left the profession". He therefore, argued that the solutions include, improved teacher's preparation and professional development in classroom management.



Austin (2014) research on perceived impact of classroom management on effective teaching and he opined that effective classroom management would likely influence the academic performance of the students, consequently guaranty the right students' outcomes desired by the school and that community at large.

Regina (2014) in her theoretical perspective on Classroom Management: A Tool for Achieving Quality Secondary School Education in Nigeria reported that effective classroom management significantly affects the climate, motivation, discipline, respect, goal achievement and academic performance of students in secondary school system. She recommends that classroom management problems can be resolved through a variety of approaches and techniques, which the teachers should integrate systematically to promote quality secondary education in the society. In this regard, teachers and administrators should help the students manage and cope with their classroom management behaviour problems that disrupt teaching-learning process and apart from the professional training given to teachers, teachers should be counseled by stakeholders (principals, senior teachers and inspectors of education) that rewarding desirable amity behaviours is more effective than punishing undesirable behaviours. Teachers should also be advised to ignore inappropriate behaviour while reinforcing competing incompatible but appropriate behaviours.

It is against this background that this study investigated the opinion of physics teachers on the impact of management of physics classroom violence practices on national development.

National development in general compasses individual contributions towards developing a nation. Also, peaceful coexistence brings national development, since people in a conflicting society will not make any contribution in developing their society. Peace in the immediate family therefore brings peace in the classroom and this extends to the larger society. Effective management of classroom violence brings peace to the society, since students formative life starts from the family with members of the family as the first teachers. The child then proceeds to school with behaviours developed from the family and receives formal education under the tutelage of the teacher. At the school level, it is the prerogative of the teacher to correct unacceptable behaviour originated from the family through some disciplinary measures



otherwise such behaviours will be transferred to the society. Nwafor (2012) worked on Peace Education and National Development: A Critical Appraisal and concluded that there are and there have been many methods and ways of preventing and resolving conflicts at various levels in Nigeria: the traditional and judicial methods, but none has adequately checked the upsurge of conflicts and violence. Instead, it appears that violence is increasing at an alarming rate and proportion in such a manner that it has not only threatened the Nigerian national unity, but also the nation national development. It is for this reason that peace education should be a veritable tool to promote mutual relationships among Nigerians. The school therefore should be seen as a place where students learn how to communicate freely without inhibitions and prejudices against people from different cultural and religious backgrounds. Indeed, if peace education is incorporated in our curriculum, "schools would be able to play the critical role of teaching students how to manage and resolve conflict; how to manage and form interpersonal relationships; and how to enforce authority; as well as for communicating the value and the skill of peace building" (Dupuy, 2011), which are essential prerequisites for national development and stable society.

Ahmad (2012) studied the application of classroom management strategies of public and private secondary school level. His results show that 90% of public teachers and 98% teachers of private schools are of the opinion that the physical environment in the classroom was managed. Similarly, 99% public teachers and 95% teachers of private schools agreed to the statement that seating arrangement is managed in rows. The table also shows that 86% teachers of public schools and 92% teachers of private schools answered that students are aware of classroom rules while 14% teachers of public schools and 8% teachers of private schools answered that students are not aware of classroom rules. 84% teachers of public schools and 80% teachers of private schools replied that the classroom is managed by using the physical gestures by the teachers. 16% teachers of public schools answered that the classroom is not managed by using the physical gestures by the teachers. He concluded that students are aware of classroom rules and classroom schedule in both public and private schools and there is no consistency in the quality of teaching during each class in public



schools but there is consistency in the quality of teaching during each class in private schools.

It is imperative and germane to survey the opinion of teachers specifically, the physics teachers on the impact of the practices used in managing classroom violence on national development. This is as a result of the fact that if the physics classroom is properly managed by the teacher, peace will flourish among the students. Peace according to Omeje (2014) is the absence of conflict and freedom from fear and violence, commonly as the absence of hostility.

Also, the submission of conflict resolution experts; Alimba (2013), Ascher and Morovitskaya (2013) and Omeje (2014) are of the opinion that for individual member of society to make maximum contribution to its environment, there must be an integration of peace education into the formal, informal and semi formal training sector. The formal sector includes the primary, secondary and the tertiary institutions. The informal includes the family religious institutions, mass media sector, and community based agencies. The semi sector includes the special short term training and capacity building.

It therefore follows that classroom that is peaceful is free from violence and so individual member of such classroom will be at peace and individual contributions will account for resultant contributions to national development.

This is in line with the submission of Moyo (2009) that sustainable peace is responsible for stability and development of the continent. Also, the submission of Smith and Vaux (2003) that education is an essential tool for human development and the eradication of poverty and conflict is valid. The implication of this submission is that education will triumph in a peaceful environment and bring prosperity to such environment.

### **Statement of the Problem**

There are evidences of different types of violence practices in Nigeria such as killing, stealing, armed robbery, kidnapping and so on, out of which majority of the people involved in these acts are school leavers who are jobless or uneducated. The crime committers use sophisticated scientific instruments such as bombs of different types. Hence, the school is the appropriate agency under the able management of the teacher, the best manager that can curb the

deadly act through the use of various classroom management violence practices.

### **Research Questions**

1. Does the physics teacher manage physics classroom violence properly?
2. What is the effect of teachers' classroom management strategies on students' behaviour?
3. What effects does teachers' classroom management have on the society?
4. Does the physics teacher believe that management of classroom violence has impact on national development?
5. Is there any difference in the opinion of male and female physics teachers?
6. Do years of experience affect physics teachers' opinion?
7. Does type of school affects the physics teachers' opinion?
8. Is there any significant effect of type of school on teachers' management strategy?
9. Are there any significant effects of years of experience of the teachers on their responses?

### **Methodology**

The study adopted a descriptive survey research design. The population of the study consisted of all physics teachers in Lagos state of Nigeria out of which the opinions of 221 physics teachers were sampled from Lagos state. A 22 item of 4point scale questionnaire (SA, A, D & SD) on the topic of the study was used in collecting data. The instrument was validated and its empirical validity was also ensured using Chronbach alpha =0.85. The data collected were analysed using paired sample t test, group statistics and descriptive statistics.

### **Presentation of results**

The results of this study are presented in line with the stated research questions.



## 1. Does the teacher manage classroom violence properly?

**Table 1: Descriptive Statistics of Teachers' Management of Physics Classroom Violence**

|                    | N   | Minimum | Maximum | Mean    | Std. Deviation |
|--------------------|-----|---------|---------|---------|----------------|
| MANAGEMENT         | 211 | 20.00   | 77.00   | 35.6114 | 6.30122        |
| Valid N (listwise) | 211 |         |         |         |                |

The Bench mark mean is 25.

Table 1 above shows that the calculated mean is 36.6114. Since the estimated mean (36.61) is greater than the bench mark mean, this means that physics teacher manages classroom violence properly.

## 2. What is the effect of teachers' classroom management strategies on students' behaviour?

**Table 2: Paired Sample T Test on Teachers' Classroom Management Strategies and Students' Behaviour**

| MANAGEMENT - BEHAVIOUR | Mean     | Std. Deviation | Std. Error Mean | t     | df  | Sig. |
|------------------------|----------|----------------|-----------------|-------|-----|------|
|                        | 20.66351 | 5.50459        | .37895          | 54.54 | 210 | .000 |

From table 2, the effect of management is significant on students' behavior, therefore teachers' classroom strategies have positive effects on students' behaviour.

## 3. What effects does teachers' classroom management have on the society?

**Table 3: Paired Sample T Test on Teachers' Classroom Management Strategies and Society Development.**

| MANAGEMENT SOCIETY DEVELOPMENT | Mean   | std. Deviation | Std. Error Mean | t     | df  | Sig. |
|--------------------------------|--------|----------------|-----------------|-------|-----|------|
|                                | .97630 | 5.67739        | .39085          | 2.498 | 210 | .013 |

From table 3, the effect of classroom management is significant on society development, therefore teachers' classroom management has positive effects on society development.

4. Do the physics teacher believe that management of classroom violence has impact on national development?

**Table 4: Descriptive Statistics on Teachers' Opinion on Classroom Management and National Development**

|                    | N   | Minimum | Maximum | Mean    | Std. Deviation |
|--------------------|-----|---------|---------|---------|----------------|
| TOTAL OPINION      | 211 | 54.00   | 124.00  | 85.1943 | 11.07572       |
| Valid N (listwise) | 211 |         |         |         |                |

The Bench mark mean is 66.

Table 4 above shows that the calculated mean is 85.1943. Since the estimated mean (85.1943) is greater than the bench mark mean, this means that physics teachers believe that management of classroom violence has impact on national development.

5. Is there any difference in the opinions of male and female physics teachers?

**Tables 5: Group Statistics on Gender Opinion of Physics Teachers**

|               | GENDER | N   | Mean    | Std. Deviation | Std. Error Mean |
|---------------|--------|-----|---------|----------------|-----------------|
| TOTAL OPINION | MALE   | 120 | 86.7000 | 10.49578       | .95813          |
|               | FEMALE | 40  | 89.8000 | 9.90519        | 1.56615         |

Table 5 shows there is no difference in the opinion of male and female physics teachers. This implies that gender difference does not affect the physics teachers' opinion.

6. Does a year of experience affect physics teachers' opinion?

**Tables 6: Group Statistics on Year of Experience of Physics Teachers.**

|  | YEARS OF EXPERIENCE | N | Mean | Std. Deviation | Std. Error |
|--|---------------------|---|------|----------------|------------|
|--|---------------------|---|------|----------------|------------|



|                  |                      |    |         |          | Mean    |
|------------------|----------------------|----|---------|----------|---------|
| TOTAL<br>OPINION | 1-9 YEARS            | 81 | 83.2840 | 11.11557 | 1.23506 |
|                  | 10YEARS AND<br>ABOVE | 63 | 86.0635 | 10.75965 | 1.35559 |

Table 6 shows there is no difference in the opinion of years of experience of physics teachers but this is not significant, which implies that year of experience does not affect the physics teacher opinion.

7. Does type of school affects the physics teachers' opinion?

**Table 7: Group Statistics on Type of Schools of Physics Teachers.**

|                  | TYPE OF<br>SCHOOL | N  | Mean    | Std.<br>Deviation | Std.<br>Error<br>Mean |
|------------------|-------------------|----|---------|-------------------|-----------------------|
| TOTAL<br>OPINION | PUBLIC            | 96 | 83.0729 | 11.37610          | 1.16107               |
|                  | PRIVATE           | 62 | 86.1290 | 10.83480          | 1.37602               |

Table 7 shows there is no difference in the opinion of teachers from public and private school. This implies that the type of school does not affect the physics teachers' opinion.

8. Is there any significant effect of type of school on teachers' management strategy?

**Table 8: Group Statistics of Private and Public School Teachers' Management Strategy.**

|                 | TYPE OF<br>SCHOOL | N  | Mean    | Std.<br>Deviation | Std.<br>Error<br>Mean | T      | df      | Sig. |
|-----------------|-------------------|----|---------|-------------------|-----------------------|--------|---------|------|
| MANAGE-<br>MENT | PUBLIC            | 96 | 34.8750 | 6.98608           | .71301                | -1.059 | 156     | .950 |
|                 | PRIVATE           | 62 | 36.0000 | 5.72598           | .72720                | -1.105 | 147.268 |      |

The mean difference is 2.8750 which implies that there is not significant at 0.05. Therefore, there is no significant difference between teachers' management strategies in public and private school.

9. Is there any significant difference between years of experience of the teachers?

| Table 9: Paired Samples Statistics of Teachers' Management Strategy and Years of Experience |         |     |                |                 |        |     |       |
|---|---------|-----|----------------|-----------------|--------|-----|-------|
|   | Mean    | N   | Std. Deviation | Std. Error Mean | T      | Df  | Sig.  |
| MANAGEMENT  | 35.6114 | 211 | 6.30122        | 0.43379         | 78.988 | 210 | 0.000 |
| YEARS OF EXPERIENCE   | 0.9810  | 211 | .78657         | 0.05415         |        |     |       |

There is a significant difference between the years of experience of the teachers and classroom management strategies.

### Discussion of Results

Physics teachers manage classroom violence properly. This result is in line with the findings of Caliska (2002), Austine (2014) and Regina (2014), that teachers' effective classroom strategy brings effective learning. Teachers' classroom management has positive effects on students' behaviour. This finding is in line with the research work of Wang, Haertel, and Walberg (as cited in Conte, 1994). Kaliska (2002) found that effective classroom management promotes students' positive behaviour and decreases negative behavior. Since there is peace in an effectively managed classroom, hence every member of the class including the teachers will make positive contributions, learning will be more permanent, real and promote team and co-operative work.

Teachers' classroom management has positive effects on society development. This finding corroborates the results of Nwafor (2012) and Dupuy (2011) who reported that peace education is an important element of national development. Therefore, it follows that a peaceful nation is a developed and healthy nation. The study found that year of experience affects the physics teacher opinion. The more experienced a teacher is, the more knowledgeable the teacher will be. The more experienced teachers have higher opinion that management of physics classroom violence has implication on national development. By implication if the class is properly managed, students will be at peace with each other, teachers will be at peace with the students and all activities will move on normally, make positive contribution and the resultant effects are national development. Gender and type of school did not affect teachers'



responses. This means that male and female teachers are of the same opinion also, teachers from private and public secondary schools are of the same opinion that physic teachers managed violent classroom properly which produces a resultant effect of developing the nation. This finding contradicts the findings of Ahmad (2012) who found a significant difference between the responses of teachers in private and public schools in Lagos state Nigeria.

### Conclusion

The study found that teachers manage classroom violence properly and this effective management brings students' positive behavior, thus resulting in positive development of society and national development at large.

### Recommendations

1. Strategies that promote students positive behaviours in science classroom should be adopted by physics teachers in managing violence in classroom.
2. Science teachers should adopt good conflict resolution processes to build communication skills among students.
3. Strategies that promote peaceful co-existence in the classroom should be adopted such as awareness and adherence to rules and regulations.
4. Mutual agreements should be encouraged and developed among physics students in the classroom.
5. Students should be encouraged to work in group to develop team spirit.
6. Physical gestures should be adopted in correcting violence behaviour in the classroom.
7. Corporal punishment should be occasionally adopted when necessary.

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