

BEHAVIOURAL PROBLEMS AND CLASSROOM MANAGEMENT IN PRIMARY SCHOOLS IN DELTA STATE

Dr. (Mrs.) Idiaghe, J.E.

Primary Education Studies Department
College of Education, Agbor, Delta State

And

Dr. Chukwuma, R.A.

Primary Education Studies Department
College of Education, Agbor, Delta State

E-MAIL: juliedue@yahoo.com

PHONE NUMBER: 08037204948

ABSTRACT

There are individual differences among students in a specific classroom. A teacher in the classroom is therefore faced with these individual differences. Student exhibit some forms of behaviour in classroom which are said to be undesirable. Such behaviour include, throwing of papers, out of seat, fighting, inattentiveness, gum chewing, deliberate violation of regulation. The teacher's task therefore is to ensure that such problems in the classroom are curbed. However, the most frequently occurring classroom problems are cases of stealing and cheating. The findings also revealed that the most frequently used management measure is calling the child to explain himself. Most teachers would prefer to administer punishment to erring students as a management measure according to the findings. The data showed that there is no significant difference between male and female teachers in their management techniques. In the light of the above findings, it is recommended amongst others that less emphasis should be placed on "paper qualification" by the government and other employers of labour. Teachers need to improve on their management techniques by recognition of students underlying feelings and ignoring minor misbehavior and giving attention to appropriate behaviour.

INTRODUCTION

The realization of the aims and objectives of education involves a lot of activities. There is no denying the fact that most of these activities take place in the classroom. The classroom therefore constitutes an essential space for teaching and learning that are directed towards the attainment of the set goal of the school. The success or failure of the classroom lies to a great extent on who is responsible for the management. In this wise, the teacher is responsible for the success or otherwise of the school. No meaningful success can be achieved without the teacher knowing the task ahead of him, identifying the problems and addressing them with utmost vigor.

For ultimate success to be achieved in any teaching-learning situation there must be proper management of the human and material resources in the environment. Since the classroom is constantly used in carrying out the business of education, it becomes obvious that the issue of classroom management is very relevant.

Classroom Administration according to Adesina F. (1985) is concerned with the physical setting of the classroom, teacher's personality, discipline and effective communication between teachers and students. It is in the light of that they defined classroom management as:-

The process of understanding, maintaining, motivating and controlling the human resources in the classroom for maximum success in teaching-learning situation.

To Onwuegbu (1979):

Class management may be described as the integration and effective use of the instructor's qualities, efforts and techniques which he uses to ensure that every learner in the class learn and develops fully with a minimal interference when it does occur.

The teacher has a sole-responsibility of maintaining law and order in the classroom and attempts to actually define order in educational context and classroom in particular have been brought with claims of definitive problems. What are these orders and ideas needed to bring about desirable behaviour of students in the classroom? Has the teacher any role to play? Barry (2000) has X-rayed it as multi-dimensional perspective. He says:-

Teachers perceive their role in many ways. There are those who believe their function is simply the transmission of information within their given discipline while others view their role in a wider context embracing the total development of a child as a person. The teacher has to be exceptionally above board, seeing himself as a model to be emulated, a mobile encyclopedia, above all tolerable, humane and loving individual.

Most teachers who lack behaviour modification technique skills often resort to sending disobedient students to the principal, demanding parents' teachers' able to deal with disruptive behaviour by employing these tactics:

- a. Frequently ignoring conversing students in the class at odd times. Although this techniques has its inherent dangers.
- b. Re-enforcing an incompatible behaviour is a simpler denotative procedure for increasing the rate of behaviour.

Most teachers who are faced with disruptive behaviour often resort to violence in curbing the excesses of thi9er student, but according to an educationalist, Selfirt (2001) a teacher faced with inappropriate behaviour should first seek a means of re-enforcing behaviour incompatible with the problems. She further advised that punishment should be employed as a last resort.

The rules adopted in the school or classroom should be such that they facilitate the teacher in identifying and relating to every student.

A good teacher therefore is one who has a good understanding of what his students need to learn and also of their capabilities for learning. He is able to judge just how much he needs to intervene in each student's learning and know the most effective way of providing this assistance. Thus, the skill of teaching lies in knowing who, what and how of teaching and being able to judge them.

STATEMENT OF PROBLEM

The teacher has a great task of maintaining law and order in the classroom. Problems arise most frequently in classroom when the teacher is deficient in one of the potentials he is supposed to possess. Problem in the classroom are varied just as the practices and techniques employed by the teachers vary. Whether the teacher is successful or not in making his student acquire necessary knowledge depends on the methods used to achieve the desired goal. Certain questions may be pertinent to ask at this point. What are the most occurring classroom problems in Secondary Schools in Delta State? What classroom management techniques do teachers use most frequently to control these problems?

PURPOSE OF THE STUDY

The purpose of the study was to identify and investigate the frequently occurring classroom problems and the teachers classroom management techniques employed to curtail these problem in Delta State.

SIGNIFICANCE OF THE STUDY

Effective management of the classroom is instrumental to the realization of the goals of instruction. The study is important because it will help the teachers who manage the classroom, determine what they are expected to do in achieving proper administration of the classroom. The study is particularly significant to counselors, educators, parents, and policy makers in management of affairs, redirecting and re-channeling of human and material resources in order to improve classroom techniques and management. Finally, it is hoped that the study will further assist curriculum planners, authors, book publishers and government agencies become aware of the technique employed by teachers in organization of the classroom towards realizing the set goals of instruction.

RESEARCH QUESTIONS

1. What are the problems most commonly encountered by the teachers in the classroom?

2. What classroom management and preventive techniques do the teachers use most frequently?
3. Which are the most effective techniques employed by teachers?
4. Is there any significant difference between male and female teachers in their classroom management techniques?

CLASSROOM MANAGEMENT

The pervasive atmosphere in the classroom depends largely on the management skill of the teacher and his attitude towards his profession.

Hoyle (1999) observes that: in the classroom, the teacher has two basic sets of roles to fulfill. One set corresponds with the major functions of instruction, socialization and evaluation. The second set is concerned with motivating pupils, maintaining, control and generally creating an environment for learning. Gnagey (2000) identifies the most frequently occurring problem in any school as both academic and management.

Classroom management is to the teacher, what house keeping is to the housewife. It involves the careful harmonization of those elements which help create good teaching – learning situation. It has to do with 'control'. Hence, classroom management is used in relation to the control of the classroom for effective realization of the goals of instruction.

Some authors view classroom management in relation to maintenance of discipline and order in the classroom. To this end, Kpangban (1992) defines classroom management as the training which produces in pupils, a life of self-restraint, orderliness, good conduct co-operation and the habit of getting the best out of themselves.

Management techniques in view of Edwin (2000) are concerned with how children learn, what subject matter is suited to their achievement level; the best way of relating the child to the subject matter and the growth of the child in its many forms. A productive organized and pleasant classroom is an achievement of an effective teacher. Problem behaviours in classrooms are not easy to eradicate by most teachers but according to Good and Brophy (2001), ineffective teachers have difficulty in providing conditions that lead to harmonious and productive behaviour. The hallmark of any meaningful learning is how best the trainee has acquired knowledge from a trainer.

TYPES OF BEHAVIOURAL PROBLEMS IN CLASSROOM MANAGEMENT

Various researchers have over the years attempted to look at the teacher's behaviour in his classroom. According to Onwuegbu (1979) where good classroom management is lacking there is chaos, teaching and learning are disrupted and the instructor may be confronted with any of the following problems:-

- a. Absenteeism
- b. Disobedience
- c. Fighting
- d. Inattentiveness
- e. Leaving Seats for no good reasons
- f. Noise
- g. Refusal to do or complete assignment
- h. Shuffling feet, tapping pen or pencil
- i. Sleeping
- j. Talking aloud when one is expected to be quiet
- k. Untidiness

Edwin (2000) therefore classified the offenses, into two broad categories: Major and Minor. Experience has shown that the minor offenses of the school life come from the classroom. Major offenses are those of lying, cheating, stealing and deliberate disobedience. Among the serious offenses which have a stronger possibility of going over into adult behaviour are noted by Edwin (2000) as: Heterosexual activities, stealing, truancy, cheating, impatience, destructiveness, disobedience, irreliableness, impudence and disorderliness.

PREVENTIVE TECHNIQUES OF BEHAVIOURAL PROBLEMS IN CLASSROOM MANAGEMENT

Student's youthful tendencies encourage them to direct their energies and zeal in a lot of activities. They would resist any form of restrictions placed on their freedom. But their various propensities or instincts are to a large extent moderated within the school system. It is to be noted that two key factors in the management of the classroom are the teacher and the classroom environment. The teacher has much to do in establishing good rapport in the classroom. Students will regard a teacher who establishing good rapport in the classroom. Students will regard a teacher who is not interested in or unprepared for his work as a distractor rather than as a guide. The students should be given opportunity to express their own opinion and to engage in give and take with other members of the class. By this, the teacher must have been practicing democracy in the classroom.

Students are bound to misbehave in class no matter what qualities their teacher possesses. But this misbehavior are better addressed when the teacher learn to "accept".

According to Glover (2006), acceptance is "taking the student for what they are", but it doesn't mean that teachers have to accept specific students' behaviour.

Adesina (1981) advised that "the teacher must create a good impression of himself; he must develop interest in his student inside and outside the school premises. He must be a good model for his student and finally, he must be willing to give service without hope of praise and recognition". One important fact we must accept is that the teacher's mastery of the subject matter helps in reducing tension in the class.

The goal of instruction cannot be achieved in the absence of effective communication. To achieve good and effective communication, the teacher has to prepare his lesson in advance, know the subject matter, apply varying skills and methods, make good use of teaching aids and equipments.

CAUSES OF STUDENTS MISBEHAVIOR IN CLASSROOM

Barry (2000) asserted that ignorance of the rules is certainly one of the reasons for a child becoming a deviant. This is especially true during his encounter with the teacher. Aggression in students increases significantly after they have experienced failure. Three sources of frustration in a classroom as they have experienced failure. Three sources of frustration in a classroom as identified by William (2001) are: - The teacher, his classmates and the activities. The difficulty of the subject matter itself may influence students to become deviant. Displaced feelings account for the misbehavior of some deviants. A student; who has learned to hate social studies class in the new school is doing so simply because he has transferred those old feelings to new situation. Also a teacher who assumes the role of a dictator will only end up acquiring names from the students, such as "tyrant", "sadist", "autocratic" and may other less complementary names.

STRATEGIES IN MANAGEMENT OF BEHAVIOURAL PROBLEMS

According to Serfest (1998), there are seven typical strategies in management:

1. Visually Looking on
2. Non-Directive Statement(s)
3. Question
4. Directive Statement
5. Modeling of Correct Behaviour
6. Praising and Ignoring
7. Physical Intervention and Isolation.

METHODOLOGY

The descriptive survey was employed in this study, and it was aimed at finding out the frequently reoccurring classroom problems and the various techniques employed by teachers in handling these problems.

The population comprised 100 teachers drawn from the three senatorial districts of Delta State, which were chosen through a stratified random sampling technique. The statistical techniques used were simple frequency counts, percentage and t-test.

ANALYSIS OF RESPONSES

Table 1

t-test for Distribution of Teachers Response to commonly occurring classroom problems.

Responses	N	\bar{X}	\bar{X}	SD	Df	PS	Calculated T-value	Table Value
Agreed	100	569	5.69	56.33	148	0.50	0.556	1.960
Disagreed	100	231	2.31	22.87				

$$Df = (N_1 + N_2 - 2) = 198$$

From the result, it has been revealed that the computed t-value is less than the table value of 1.960. Based on this, it was concluded that teachers accepted the disciplinary problems, but the degree of their occurrence showed that stealing and cheating in the classroom are the most commonly occurring classroom problems.

Table 2

t-test for Distribution of Teachers Response to Classroom Management and preventive techniques used most frequently.

Responses	N	\bar{X}	\bar{X}	SD	Df	PS	Calculated T-value	Table Value
Agreed	100	650	6.50	64.35	198	0.50	0.757	1.960
Disagreed	100	150	1.50	14.85				

$$Df = (N_1 + N_2 - 2) = 198$$

Table II indicated that the calculated t-value is 0.757. This is less than the table value of 1.960. This result implied that most teachers make use of preventive and management techniques in avoiding classroom problems. This revelation, however, suggest that most teachers prefer to call erring students to explain themselves. This is in line with Barry (2000) view that students should be given opportunity to express their own opinion and feelings.

In stressing the child's role in behaviour situation, Glover (2006) stated that for any maladaptive behaviour, a child puts up in class; the teacher can help the situation by asking the child to explain or comment on why and how such behaviour is exhibited.

Table 3

t-test for Distribution of Teachers Response on the most effective and frequently utilized techniques to solve classroom problems.

Responses	N	\bar{X}	\bar{X}	SD	Df	PS	Calculated T-value	Table Value
Agreed	100	604	6.04	59.80	198	0.50	0.425	1.960
Disagreed	100	296	2.96	29.30				

$$Df = (N_1 + N_2 - 2) = 198$$

The result of the analysis presented above showed that the computed t-value of 0.425 is less than the table value of 1.960. However, it has been revealed that most teachers prefer the use of punishment measure in dealing with erring students.

The teachers thus stand in favour of Douglas (1997) view that in using sensitizing approach in managing problems, the specific techniques to be employed include; yelling or screaming at the child, physical punishment or with holding of reward, telling the child that his behaviour is bad, humiliating the child, threatening the child, embarrassing and criticizing the child. Beside, students in this part of the world are traditionally most likely to respond positively to the use of cohesion rather than persuasion in dealing with their problems.

Table 4

t-test comparison of male and female Teachers and their management techniques.

Responses	N	\bar{X}	\bar{X}	SD	Df	PS	Calculated T-value	Table Value
Agreed	100	154	0.34	5.35	198	0.50	0.114	1.960
Disagreed	100	46	0.46	4.55				

$$Df = (N_1 + N_2 - 2) = 198$$

The table shows the comparison of male and female teachers and their management techniques. From the result, the calculated t-value of 0.114 is less than the table value of 1.960. This indicated that there is no significant difference between male and female teachers in their management techniques. The reason for this similarity in their management techniques can be adduced to the environmental factors in classroom management. Since all the teachers are operating under virtually the same environment, little or no difference can therefore be anticipated. Moreover, the students are of a similar background, therefore what affects teacher in school 'A' is very likely to affect another teacher in school 'B'.

CONCLUSION

Based on the findings, it was concluded that: -

1. The most frequently occurring classroom problem is cases of students stealing and cheating in class.
2. The most frequently utilized management techniques by teachers are calling the students to explain themselves.
3. The most frequently and effective used classroom management technique is punishment of erring students where there is unacceptable behaviour.
4. There is no significant difference between male and female teachers in their management techniques. Students are however, followers and imitators. In molding their character, they require positive reinforcement for appropriate behaviour. Hence, according to Isyaku (1992), where they behave loosely, his students would imitate and act similarly.

RECOMMENDATIONS

Since it has been revealed that the most frequently occurring classroom problems is cases of student's cheating, it becomes necessary to suggest that less stress should be placed on paper qualification by the government and other employer of labour. More so, teachers should establish favourable learning condition by making his teaching interesting as Isyaku (2007) puts it. This is in addition to being a model for his students (Adesina, 1981).

REFERENCES

- Adesina (1985), *Foundation Studies in Education*. Lagos: Educational Industries.
- Amalaha, B.M. (1979), *The Teacher in the Classroom in Ukeje*, B.O. Foundation of Education, Benin City: Ethiope Publishing Co.
- Barry T. (2000), *Discipline in Schools*. London: Wardlock Educational Ltd.
- Brophy J. (2001), *Learning from Teaching Developmental Perspective*. Boston: Allyn and Bacon.
- Douglas S. (1997), *Teacher Style of Classroom Management*. Journal of Educational Research, Vol. 10.
- Edwin (2000), *Managing the Classroom*. New York: Ronald Press Company.
- Glover A. (2006), *Educational Psychology*. Canada. Little Brown and Company.
- Gnagey (2000), *Maintianing Classroom Discipline*. New York: Macmillan.
- Isyaku K. (2007), *Teacher, Discipline and Classroom Management in the Nigeria Teacher Today*. Kaduna: National Commission for Colleges of Education, Vol. 2 (1).
- Kpangban E. (1992), *Principles of Methods of Teaching*. Benin City: Jordia Publishing Company.
- Onwegbu, O.C. (1979), *Discover Teaching*. Enugu: Fourth Dimension Publishing Co. Ltd.
- Selfrt K.(2001), *Educational Psychology*. U.S.A.: Houghton Mufflin.