TEACHERS PERCEIVED STRATEGIES FOR MANAGING CLASSROOM INAPPROPRIATE BEHAVIOUR AMONG PRIMARY SCHOOLS PUPILS

EDEBOR FLORENCE, PhD, IBRAHIM SHUAIBU, PhD &
YUNUSA UMARU, PhD
[1]National Teachers Institutes
Porthacourt, Study Centre, River State, Nigeria
[2]Department of Education Sule Lamido University Keffin Hausa, Jigawa State, Nigeria
[3]Department of Educational Psychology and Counselling Abu Zaria, Kaduna State, Nigeria
Drflorenceedebor@gmail.com; Ibrahim.shuaibu@slu.edu; Yugb2011@gmail.com

Abstract

Inappropriate classroom behaviours are sometimes referred to by other names, such as misbehaviour, and undesirable behaviour. Inappropriate classroom behaviours includes, fighting and bickering about school-related issues, talking during lessons, distracting the teacher and other pupils. Today, Teachers face serious issues as a result of these inappropriate classroom behaviour. Hence, This study therefore investigated teachers perceived strategies for managing inappropriate behaviours among primary school pupils in Minna metropolis, Niger State, Nigeria. The study adopted the descriptive research design. The total population consists of 3,489 primary school teachers in Niger State, Nigeria. 200 primary school teachers were randomly selected as sample size from the entire population of primary school teachers in Niger State, Nigeria. The instrument used was a self-designed questionnaire titled. "Questionnaire on Teacher Perceived Classroom Inappropriate Behaviours and Teacher Perceived Strategies Used for managing inappropriate classroom behaviour". The instrument was subjected to face and content validity and the test-re-test method of reliability was carried out using Cronbach alpha with relability index of 0.688 (TPCIB) and 0.88 (TPS) were established. Mean, standard deviation and t-test statistics will be used at 0.005 significance. The result obtained showed that inappropriate bahaviours common among primary school pupils in the study area include bullying, excessive noise-making in the classroom, use of fowl languages and lying among others. From the findings of the study, it can be concluded that there is significant difference between the strategies adopted by male and female teachers in managing classroom inappropriate behaviour. It was recommended that Educational psychologist should sensitize teachers on common forms of inappropriate behaviour so as to minimum inappropriate behaviour to enhance teaching and learning and that Educational psychologist should organize seminar, conference and workshop for teachers, parents and all stakeholders in education on perceived strategies for managing classroom inappropriate behaviour irrespective of gender.

Keywords: Inappropriate Behaviours, Perceived Strategies and Primary School Teachers

Introduction

In the classroom, teachers encounter inappropriate behaviours by pupils. As Seidman (2005) posits, encountering inappropriate behaviour in the work setting of teachers is unavoidable. Myriad of inappropriate behaviours are exhibited by pupils, which need to be managed effectively and efficiently for teaching and learning to take place. According to Kuranchie (2015), pupils tend to exhibit inappropriate behaviours such as chatting, eating and drinking, noise creation, verbal abuse, intimidating and use of pejorative and derogatory words, among others, which tend to hinder effective flow of teaching and learning. Al-amarat (2011) found, among others, vandalism, theft, destruction of properties and violence against both teachers and pupils as the major challenges that teachers encountered in public schools in Tafila province. Also, in a survey of 10th graders, the pupils indicated the following as misbehaviours demonstrated in class: getting to class late, cutting classes

and breaking school rules (The National Center for Education Statistics, 2010). Studies by Farrell (2005) and Beaman (2006) also revealed the following as major inappropriate behaviours prevalent in the classrooms they studied: excessive noise making, disobedience and aggression. Borich and Tombari (2004) found that 55% of school problems related to noise making and conversation with colleagues. Earlier, Owaidat and Hamdi (1997) had found quarrels, beating other pupils, cheating in examinations and reports, and lateness to class as prevalent inappropriate behaviours in classrooms.

In a study to ascertain major forms of inappropriate behaviours, Seidman (2005) found student chatting and laughing among themselves and active cell phone use during class. Yet another study found disparaging teachers, arguing with classmates, actively disputing course grades and requirements and inattentiveness as major inappropriate behaviours (Meyers et al., 2006). Varied effects of pupils' inappropriate behaviours have been unraveled by systematic and scientific investigations. Inappropriate behaviours interfere with positive learning environment (Shine and Koh, 2007), obstruct learning and influence retention (Young, 2003), affect student gratification and their performance (Meyers et al., 2006), influence teacher effectiveness (Raptakis, 2005) and affect teachers' job satisfaction, stress levels and turnover rate (Adera and Bullock, 2010, Clunies-Ross et al., 2008).

Ingersoll and Smith (2003) also found that some teachers left the teaching profession due to their inability to manage the problems of classroom behaviours. Similarly, studies have found that the challenges that young teachers encountered in managing pupils' inappropriate behaviours lead to intention to leave, attrition and burnt out (Goddard and Goddard, 2006, McKenzie et al., 2011).
Through the systematic process of education, a child or adult gains knowledge, experience, skills, and positive attitude. It enhances morality, refinement, culture, and mental clarity. If pupils continue to act in ways that interfere with the learning environment in the classrooms, education will not be achieved. Any behaviour that hinders a child's ability to learn or develop properly or jeopardieses the instructors' comfort and safety while managing the classroom is seen as unacceptable classroom behaviour. Unwanted classroom behaviour is sometimes referred to by the phrases misbehaviour, inappropriate behaviour, and inappropriate behaviour.

Fighting and bickering in class about academic issues, talking in class, distracting the teacher's or other pupils' attention, dressing inappropriately, and other bad classroom behaviours are examples (Al-Shebli, 2021). Teachers today face a serious challenge because of the inappropriate behaviour in the classroom. Therefore, all teachers must find a solution to the issue of controlling difficult behaviours in the classroom (Martin, et al., 2023).
The teacher has a crucial role in controlling the behaviour of the pupils. Teachers frequently suffer with poor communication skills and a lack of classroom discipline. Aiello and Sharma (2018) identified three crucial factors that may make it challenging for instructors to deal with behavioural concerns in the classroom. The ability to lead a diverse group of pupils, the inability to design educational interventions that ensure pupils' academic success and promote positive social ties, the inability to correctly examine pupils' behaviour and pinpoint the root causes of bad behaviour are a few examples (Kayıkçı, 2009). There are a variety of strategies that can be used to curtail or control inappropriate behaviours in the classroom. Simple warnings, all physical kinds of discipline, the use of rewards or temptations, conflict, psychotherapy, and social alienation are a few of them. Any of these strategies and, of course, the most effective one can be used by a teacher depending on a variety

of characteristics, including personality, years of instruction, class size, qualifications, and gender (Elthia, et al., 2022).

According to Webster-Stratton, et al., (2011), dealing with challenging classroom behaviours is where teachers most typically perceive a need for "more training and assistance." The five basic facets of classroom management are defining rules and procedures, fostering caring connections, putting engaging, effective instruction into practise, and dealing with behavioural concern (Garrett, 2015). Teacher education courses for aspiring teachers and professional development programmes for current teachers may improve instructional strategies and pupil achievement. Effective classroom management strategies encourage learning and improve academic achievement while reducing children's inappropriate behaviours (Uysal, et al., 2014). To create and maintain a positive atmosphere for learning, professional educational administrators and psychological students employ a range of instructional strategies such as modellin, timeout, token economy, positive reinforcement, shaping among others.

Strategies that can be used to prevent or control undesirable behaviours in the classroom are many. They range from mere warning to all forms of corporal punishments. The ability of a teacher to use any of these strategies and of course the appropriate one depends on a lot of factors which range from the teachers' personality, years of experience, the class size, the teachers' qualification to the teachers' gender. Johnston, Halocha and Chater (2007) comment that less experienced teachers can learn to go beyond merely imitating what they think they see (techniques and rules) and can learn that techniques work only when backed by inner authority and rules are worthwhile only when supported by understanding and more experienced teachers can understand that what works in any given situation need to be professionally discussed and shared. This factor underscores the need for teachers to be properly trained especially at the level of teacher preparation/training while in training institutions in good behavior management techniques and skills. This include training teachers on how to apply procedures and rules consistently, handling classroom problems promptly using accepted approach, monitoring inappropriate behaviours until they stop among others.

Statement of the Problem

The manifestation of undesirable behaviors among pupils these days seem to be on the increase. Going by media reports, official reports and education stakeholders' comments, there seem to be an increase in acts of violence among pupils in recent times. These include antisocial behaviours and delinquent behaviours among children and these have brought about unprecedented level of juvenile delinquency in our societies all over the world. Could it be that teachers are not able to control such inappropriate behaviours or that the strategies are not effective? An observation of what goes on in our schools today seem to reveal that inappropriate behaviours manifested by pupils are to a large extent, either completely unchanged or ineffectively changed. This is inimical to the system because inappropriate behaviours in the classroom have the capacity to impede the teaching and learning process if not properly checked. The goal of education is beyond making individuals acquire knowledge and skills but also to make individuals worthy in character. The most conspicuous evidence of classroom management is the kind of behaviours exhibited by the pupils. The moment pupils are seen to be unruly in the classroom, the teacher is adjudged to lack classroom control/management skills. Thus, this study aimed at assessing the teachers perceived strategies for managing classroom inappropriate behaviour among primary pupils, in Niger State, Nigeria.

Theoretical framework

Student-centeredness and teacher-centeredness are classroom management styles which underpinned the study. Student-centred classroom management style is where pupils have the leverage to contribute to the affairs of the class. Pupils make inputs into decision making (as there is shared decision making and team work) which makes pupils take responsibility. Teachers take control of the class but value the views of pupils. With this style, leadership is shared and discipline comes from individual pupils. Learner-centeredness is informed by the constructivist school of thought, which encourages pupils to be active in the learning process and employ humane teaching strategies. In this classroom, there is shared leadership, community building and a balance between the needs of the teachers and pupils (Garret, 2008). Rules also emanate from both pupils and teachers when this style is adopted. According to Marzano et al. (2003), in student-centred classroom, teachers negotiate classroom rules with pupils. Positive student-teacher relationship is evident in thi classroom, which turns up to be very efficient in managing student behaviour (Bohn et al., 2004).

Conversely, teacher-centred classroom is where the teacher is seen as the only leader and the custodian of knowledge. Teachers make all the rules for the pupils to adhere to without discussion with or contributions from pupils. According to Dollard and Christensen (1996), in teacher-centred classrooms, control is of a vital significance and power is transferred hierarchically. Teachers exercise control over the pupils in the class. Also, in such classrooms, obedience is valued over creativity and inactive learners over active learners (Freiberg, 1999). Teachers who adopt teacher-centred classroom management approach tend to use punishment like reprimands, frowns, time out and loss of privileges to manage inappropriate behaviours (Lovitt, 1990). Such teachers also use extrinsic motivation to impact pupils' behaviour (Garret, 2008).

Objectives
To determine the teachers perceived strategies for managing classroom inappropriate behaviour in primary school pupils.

Research Questions
The following research questions were raised for the study:
1) What are the common classroom inappropriate behaviour prevalent among primary school pupils in the study area?
2) What are the teacher perceived strategies for managing inappropriate behaviors among the primary school pupils in the area?

Hypothesis
H01: There is no significant difference regarding the teachers' perceived strategies for managing inappropriate behaviour due to male and female.

Methodology
This study adopted the descriptive research design. The total population consist of 3,489 primary school teachers in Niger State, Nigeria. 200 primary school teachers were randomly selected as sample size from the entire population of primary school teachers in Niger State, Nigeria. The instrument used was a self-designed questionnaire titled. "Questionnaire on Teacher Perceived Classroom Inappropriate Behaviours and Teacher Perceived Strategies Used for managing inappropriate classroom behaviour". The instrument was subjected to face and content validity and the test-re-test method of reliability was carried out using Cronbach alpha with reliability index of 0.688 (TPCIB) and

0.88 (TPS) were established. Mean, standard deviation and t-test statistics will be used at 0.005 significance.

Results

Answering Research Questions

Table 1: Inappropriate behaviour pupils exhibit in class.

Inappropriate behaviours	X	SD
Noise making	3.85	0.98
Chatting with others	3.82	1.04
Inattentiveness	3.78	1.02
Harassment	3.30	1.25
Sleeping in class	2.85	0.86
Non-compliant of rules	2.78	1.00
Pretending to need help	2.67	0.81
Writing on walls	2.43	0.99
Entering and leaving class at will	2.32	1.00
Eating in class	2.32	0.99
Walking about in class	2.31	0.92
Hindering others from contributing in class	2.27	0.95
Damaging furniture in class	2.26	0.91
Spitting on the floor	1.96	1.03
Mean of means	2.78	1.04

Result from table I shows that quite over 50% of the respondents agree that all the itemized inappropriate behaviours (1-14) are common among primary school pupils in the study area. That is, those who agree range between 57% and 85%. This shows that buying, excessive noise making, use of foul languages, slandering, stealing, lying, fighting, truancy, disobedience, violent acts, inappropriate acts, rudeness, destructive acts and lateness are common among the pupils.

Table 2. Teacher Perceived strategies for managing classroom inappropriate behaviour.

Statements	X	SD.
Psychological support		
I use reinforcement	3.68	0.88
I use token economy	3.57	0.98
I use modelling	2.99	0.98
I use timeout	2.50	1.03
I adopt constructive consultation	2.16	1.07
I use behavioral contract	2.68	0.94
I often use punishment	2.48	0.89
I adopt social isolation	3.03	0.93
I use social skills	3.11	0.95
I use cognitive therapy	3.25	0.87
Teacher-centeredness		
I create a controlled atmosphere in class for effective learning.	3.69	0.87
I ensure that pupils learn to obey rules than to come up with their own decisions.	3.57	0.98

I do evaluate pupils' behaviours as they do not know what is right.	3.42	0.93
I replace old rules when they are not working well based on my knowledge and experience.	3.25	0.87
I direct pupils to do the right things without their inputs.	2.99	0.98
I do not offer help to pupils during instructions.	2.38	1.05
I disallow pupils' entry into class when they are late.	2.50	1.03
Learner-centeredness		
I urge pupils to offer suggestions when coming up with rules.	3.12	0.82
I allow pupils to pursue their interest in class	3.01	0.90
I provide chance for pupils to solve problems if some of them have.	3.03	0.93
I behave as a student and helper in class.	2.97	0.92
I allow pupils to evaluate their behaviour in class.	2.48	0.89
I assign pupils to seats in class in the first week of re-opening.	2.16	1.07
I make pupils take responsibility for their own actions and behaviours.	2.04	1.10

Table 2 shows that between 62% and 79% of the respondents use the itemized teachers perceived strategies for managing inappropriate behaviours among pupils in the study area. This indicates that isolation, corporal punishment, satiation technique, reinforcement of good behaviour, reward for good behaviour, extinction techniques and token economy are used by teachers in the study area.

Testing of Hypothesis
H01: There is no significant difference regarding the teachers' perceived strategies for managing inappropriate behaviour due to male and female.

Table 3.: t-test of teachers percieved strategies for managing inappropriate behaviour .

Gender	N	Mean	SD	t	Df	P
Male	120	20.50	2.75	.117	198	.908
Female	80	20.30	4.66			

Table 3 reveals that there is no significant difference in the teacher's perceived strategies adopted by male and female teachers for managing inappropriate behaviour. Independent samples t-test was conducted to ascertain differences in the teachers perceived strategies for managing inappropriate behaviour. The analysis demonstrates clear differences in the strategies of the male and female teachers. With a p-value of 0.908, there is significant difference in the strategies of the male and female teachers. The hypothesis is therefore not supported. The male teachers did not employ the same strategies as their female counterparts did in managing their classrooms inappropriate behaviour.

Discussion

Findings from this study revealed that classroom inappropriate behaviours prevalent among primary school pupils in the study area include bullying, excessive noisemaking, and use of foul languages, stealing, fighting, lying, truancy and violent acts among others. This is in line with the claims of Machumu (2011); Magda (1986) and Gulec and Balcik (2011) who in their different studies found that such inappropriate behaviours were prevalent among pupils. Similarly, In a study to ascertain major forms of inappropriate behaviours, Seidman (2005) found student chatting and laughing among themselves and active cell phone use during class. Yet another study found disparaging teachers, arguing with classmates, actively disputing course grades and requirements and inattentiveness as major inappropriate behaviours (Meyers et al., 2006). Varied effects of pupils' inappropriate behaviours have been unraveled by systematic and scientific investigations. Inappropriate behaviours interfere with positive learning environment (Shine and Koh, 2007), obstruct learning and influence retention (Young, 2003), affect student gratification and their performance (Meyers et al., 2006), influence teacher effectiveness (Raptakis, 2005) and affect teachers' job satisfaction, stress levels and turnover rate (Adera and Bullock, 2010, Clunies-Ross et al., 2008).

From the findings of the study it can be concluded that there is no significant difference in the strategies adopted by male and female teachers. Independent samples t-test was conducted to ascertain differences in the teachers perceived strategies for managing inappropriate behaviour. The male teachers adopted student-centered strategies than the female teachers. This is contrary to findings by Erol (2006) which found that the female teachers had favorable disposition for pupils with regard to the Teacher Perceived strategies than the male teachers. Most of the teachers tended to dominate in class, excluding pupils from the management of affairs during teaching and learning.

This revelation contradicts most studies such as Yaşar (2008), which found student-centeredness as a preferred classroom management style by most teachers. By not adopting student-centeredness, pupils would be denied valuable resource that improves learning outcomes in both academic and social trajectories of educational goals. The use of student-centeredness helps to develop pupils' social, emotional and behavioural competencies as well as their academic competence (Hester, 2002). When pupils feel connected to their teachers and peers as valued members of the learning community, they are more prepared to actively engage in instructions (Adeock, 2011), which ultimate improve learning outcomes. Strategies that can be used to prevent or control undesirable behaviours in the classroom are many to include modelling, time out, reinforcement, verbal praise and punishment. They range from mere warning to all forms of corporal punishments. The ability of a teacher to use any of these strategies and of course the appropriate one depends on a lot of factors which range from the teachers' personality, years of experience, the class size, the teachers' qualification to the teachers' gender.

Johnston, Halocha and Chater (2007) comment that less experienced teachers can learn to go beyond merely imitating what they think they see (techniques and rules) and can learn that techniques work only when backed by inner authority and rules are worthwhile only when supported by understanding and more experienced teachers can understand that what works in any given situation need to be professionally discussed and shared. This factor underscores the need for teachers to be properly trained especially at the level of teacher preparation/training while in training institutions in good behavior management techniques and skills. This include training teachers

on how to apply procedures and rules consistently, handling classroom problems promptly using accepted approach, monitoring inappropriate behaviours until they stop among others.

Conclusion

From the findings of the study it can be concluded that there is no significant difference in the teachers perceived strategies adopted by male and female teachers in managing inappropriate behaviour.

Recommendations

Educational psychologist should sensitize teachers on common forms of inappropriate behaviour so as to minimum inappropriate behaviour to enhance teaching and learning

Educational psychologist should organize seminar, conference and workshop for teachers, parents and all stakeholders in education on perceived strategies for managing classroom inappropriate behaviour

Educational psychologist should organize seminar, conference and workshop for teachers, parents and all stakeholders in education on perceived strategies for managing classroom inappropriate behaviour irrespective of gender

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