

STRATEGIES ADOPTED BY TEACHERS IN THE MANAGEMENT OF CLASSROOM UNDESIRABLE BEHAVIOURS AMONG JUNIOR SECONDARY SCHOOL STUDENTS IN ANAMBRA STATE

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ABSTRACT

This study sought to determine the strategies adopted by teachers in the management of classroom undesirable behaviours among junior secondary school students in Anambra State. Five research questions and five null hypotheses were formulated to guide the study. A quantitative descriptive survey research design was adopted for the study. A Sample of 600 teachers as respondents was drawn from the population of 6185 teachers in the 257 State public secondary schools in the six education zones in Anambra State. In drawing the sample for the study, disproportionate stratified sample and simple random sampling techniques was adopted for the study. A 60-item instrument titled “Teachers’ Strategies on the Management of Classroom Undesirable Behaviours Questionnaires (TSMCUBQ)” developed by the researcher used for data collection. The instrument (questionnaire) face validated by three experts. Two in Educational Management and one in Measurement and Evaluation, all from Chukwuemeka Odumegwu Ojukwu University, Igbariam.. The reliability of the instruments was determined using Cronbach Alpha which yielded coefficient of internal consistency of .88 and was considered reliable for the study. Data was collected by administering the instrument with the help of three trained research assistants. Data collected were analyzed with mean and standard deviation for research questions while the independent t-test statistics was used to test the hypotheses at 0.5 level of significance. Findings of the study showed that male and female teachers use reinforcement, counselling, social isolation and constructive confrontation in the management of classroom undesirable behaviours to a high extent among junior public secondary school students in Anambra State while male and female teachers use corporal punishment to a very high extent. The study also showed that there is no significant difference in the mean ratings of male and female teachers in the use of reinforcement, counselling, corporal punishment, social isolation and constructive confrontation in the management of classroom undesirable behaviours among junior public secondary school students in Anambra State. The study recommended among others that there is need for government to deliberately organize seminars, conferences, workshops and other symposium where experts could be invited to train teachers on the modern issues and changes in education as far as students’ disruptive behaviour is concerned. Again, school management and teachers need to work collaboratively in order to minimize the occurrences of disruptive behaviours in classrooms by implementing these strategies.

Keywords: Teachers, Management, Classroom and Behaviours.

INTRODUCTION

Education is a systematic process through which a child or an adult acquires knowledge, experience, skills and sound attitude. It makes an individual to be civilized, refined, cultured and sounds in thinking. The purpose of education cannot be achieved if students keep displaying classroom undesirable behaviours which affect the learning culture of

classrooms. Classroom undesirable behaviour are any form of behaviours that interfere with children's learning or normal development; threatens teachers' comfort and safety in managing classroom (Ali & Gracey, 2013). Other terms used to refer to classroom undesirable behaviours include, misbehavior, inappropriate behaviour, disruptive behaviour among others. Some of the notable undesirable classroom behaviours include: discussion during lesson, distractions to the teacher and other students, improper dressing, fighting and quarrelling over issues in the classroom, among others. These classroom undesirable behaviours pose grave challenges to teachers in recent times. This is because the number of students per class is increasing every day, so much that the usual classroom teacher might not know some of the students in his/her class. Thus, managing challenging behaviours in a classroom setting is a problem faced by all teachers.

One of the key factors in classroom behaviour management is to understand why challenging behaviours occurs (Adem & James, 2015). This is why the issue of classroom undesirable behaviours among students today is a cause of concern among parents, teachers, governments and even youths themselves. In recent times, there had also been a general outcry about classroom undesirable behaviours among children in the society at large and particularly in schools. Cruickshank, Jenkin and Metcalf (2003) commented that a common persistent problem among teachers and perhaps the greatest fear of new teachers is students' misbehaviours.

The most unacceptable behaviours inside classroom are students' disrespectfulness to teachers. In a study conducted by Johnson and Fullwood (2017) on students' disrespectful behaviours to teachers were rated by many teachers as the most unacceptable problem behaviour, such behaviour indicated that students lacked proper attitudes and values in interpersonal relationships as well as in their morality. Teachers remarked that disputing against teachers is disrespecting teachers. Other misbehaviours are just behaviours. The underlying reasons of these behaviours are simple. For instance, chatting in the middle of lesson could take place because they feel bored; or they just pop up some ideas to share with their neighbours. "Students' disrespect to teachers embraced disobedience, which is refusing or failing to carry out instructions, rudeness, that is, talking back and arguing with teachers, having disruptive conversation in form of "talking out of turn, "verbal aggression", nicknaming the teachers, loosing temper on slight penalty given by the teacher, chatting during lesson which was the most common and the most disruptive to teaching and learning, because these behaviours disrupt the classroom order, which required teachers to spend time in managing classroom discipline as those behaviours involving rule-breaking, violating the implicit norms or expectations, being inappropriate in the classroom settings and upsetting teaching and learning, which mainly required intervention from teachers.

Students' misbehaviours such as disruptive talking, chronic avoidance of work, clowning, interfering with teaching activities, harassing classmates, verbal insults, rudeness to teachers, defiance, and hostility, ranging from infrequent to frequent, mild to severe, is a thorny issue in everyday classrooms. Teachers usually reported that these disturbing behaviours in the classroom are intolerable and stress-provoking, and they had to spend a great deal of time and energy to manage the classroom. Obviously, students' misbehaviours

retard the smoothness and effectiveness of teaching and also impede the learning of the student and his/her classmates.

Johnson, Halocha and Chater (2014) also opined that good behaviour in children is not a fixed or definite thing, any more than the good life is an agreed notion among adults. What we require of children would differ from one society or age to the other; our present expectations must be seen as temporary rather than certain solutions. This is why there had been concerns about standards of students' behaviours. Concerns about classroom undesirable behaviours in schools are being expressed all over the world today. A teacher would have to engage in good classroom practices and management in order to control classroom undesirable behaviours among students. Teachers often adopt one or more strategies to curb classroom behaviours, among which corporal punishment holds a common place (Sarah, 2012). This is with particular reference to Africa where corporal punishment is still widely used. However, it is not extensively and freely used in some other parts of the world like it is used in Africa and Nigeria in particular (Machumu, 2011). According to Machumu (2011), the way punishment is used in Africa is due largely to factors like: teachers do not know any better ways due to low level of education, there are no legal measures in existence to restrain the use of punishment and there is hardly any law prohibiting teachers from ill-treating students. If there are such laws, they remained unenforced. It should be noted that corporal punishment which takes the form of caning, kicking, slapping, punching and even throwing student against the walls is still widely used all over African schools and even at homes by parents or guardians, despite the existence of certain circular laws and guidelines of corporal punishment in schools (Machumu, 2011).

Physical or corporal punishment also refers to intentional application of physical pain as a method of changing behaviour. It includes a wide variety of methods such as hitting, slapping, choking, use of various objects (wooden paddles, belts, sticks/cane, others), painful body postures (as placing in closed space), use of electric shock, use of excessive exercise drills, or prevention from urine or stool elimination. Others could be kneeling, canning, digging, crawling, handling, pulling ears, kicking, boxing etc. Corporal punishment is effective because it makes students think twice before committing the same offence. The use of physical punishment can be a deterrent to other students who might violate a rule in the absence of such punishment. Although corporal punishment holds considerable potential for child abuse, it cannot be totally avoided as a disciplinary measure in school, if students must be disciplined.

The use of social isolation of students as a means of punishment in schools is to modify their behaviours and bring out the best in them. Social isolation is a state of complete or near-complete lack of contact between an individual and society. It differs from loneliness, which reflects temporary and involuntary lack of contact with other humans in the world. Social isolation can be an issue for individuals of any age; though symptoms may differ by age group (Khullar, 2010). Social isolation has similar characteristics in both temporary instances and for those with a historical lifelong isolation cycle. All types of social isolation can include staying home for lengthy periods of time, having no communication with family, acquaintances or friends, and/or willfully avoiding any contact with other humans when those opportunities do arise. Social Isolation is often used to decrease undesirable behaviours. The teacher might decide to set the student aside for the meantime as a result

of a particular misbehaviour. The teacher must be careful when using this method so that other negative behaviours are not strengthened (O’Leary, Kalfman, Kass & Diabman, 2011).

Strategies that could be used to curb or control classroom undesirable behaviours in the classroom are many. They range from mere warning to all forms of corporal punishments, use of reward or incentives, confrontation, counselling and social isolation. 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’ qualifications, to the teachers’ gender (Malikow, 2013).

The teacher plays a central role in the behavioral management of the pupils. Teachers consistently face the problems of poor social skills and a lack of classroom discipline (Corso, 2018) maintained that there are three prominent factors that can undermine a teacher’s ability to respond successfully to behavioural problems in schools. They include the ability to handle the diverse group of students, lack of skills to adequately assess students’ behaviors and the identification of factors associated with problem behaviour and the inability to develop the kind of academic interventions that provide for students’ success and promote positive social interactions. Therefore, it can be argued that the teachers are the ones who are directly engaged in managing the behaviors of the students in the classroom. A teacher’s background, professional preparation, and experience can influence his or her response to an aggressive behavior shown by the students (Gable, Hester, Hester, Hendrickson & Sze (2012)). These factors will also influence their thoughts about the students. A close and understanding relationship between teachers and students can be instrumental for preventing and handling student behavioural challenges in a school environment (Gable, Hester, Hester, Hendrickson & Sze, 2012).

Teachers’ effectiveness is often determined by their ability to manage a classroom, yet Aloe, Amo, & Shanahan (2014) indicated that teachers are not confident in their ability to do so. Webster-Stratton, Reinke, Herman and Newcomer (2011) found that the number one area in which teachers identify the need for “additional training and support was in managing challenging classroom behaviours”. Classroom management is a process consisting of five key areas: organizing the physical design of the classroom, establishing rules and routines, developing caring relationships, implementing, engaging and effective instruction, and addressing disciplinary issues (Garrett, 2015). Teachers must be ready to address inappropriate student behaviours and be able to anticipate students’ behaviour to enhance learning and reduce distractions (Ediger, 2013). According to Akcadag (2012), teachers learn classroom management skills in one of the two ways: pre-service training received during their college courses in preparation for the teaching profession or professional development training received during an on-the-job learning experience provided by the school or school system as part of employment. Ying, McDonald, Yanyun, Roehrig and Morrison (2012) suggested that teacher education programmes for pre-service teachers, and professional development programmes for in-service teachers, might improve classroom practices and academic performance. Classroom management strategies effectively decrease undesirable students’ behaviours while promoting learning and thus improving academic attainment (Uysal, Burcak, Tepetas & Akman, 2014).

Skilled classroom managers exhibit ample teaching strategies that create and nourish an effective learning environment.

Martin and Yin (2011) see classroom management as multidimensional; these dimensions are managing teaching, managing learners and managing behaviours. Studies on identifying the differences between classroom management and gender among the dimensions revealed that there is a significant difference between managing teaching and managing behaviours in favour of male teachers. Unal and Unal (2012) found that teachers' tendency to classroom management is suitable for interventionist approach rather than transactional approach. Newly graduated teachers' and male teachers' classroom management approaches had tendency to be more intrusive. Martin, Yin and Mayall (2014) revealed that there is a significant difference between classroom management approaches of female and male teachers. Female teachers' approaches seem to be more intrusive than male teachers' approaches. Various results are obtained from studies throughout literature comparing classroom management skills and competencies of teachers who are compared according to their genders. Some studies revealed that teachers' perceptions and opinions regarding their classroom management skills and competencies had been affected by their gender (İlgar, 2013; Korkut, 2015). Results of some studies yielded that there were no significant differences and decisive roles between male and female teachers' classroom management skills and competencies (Koçoğlu, 2011). It is therefore imperative for teachers to be aware of the ideal strategies to manage undesirable behaviour to create a positive learning environment for all students to learn and to ensure quality delivery of lessons. The researcher is therefore poised to investigate strategies adopted by teachers in the management of classroom undesirable behaviours among junior secondary school students in Anambra State.

Statement of the Problem

When the issue of Nigerian educational system is raised, the first sets of thoughts that come to mind are decline in standard, challenging behaviours such as violence among students, examination malpractices, being disrespectful to teachers by students, et cetera. Nowadays, teachers face many challenges such as: the spread of behavioural and academic problems that threaten the educational system in most schools. These problems include acts of disrespect to teachers found among students in the classroom such as disobedience, which is refusal or failure to carry out instructions, rudeness, that is, challenging and arguing with teachers, having disruptive conversation" in form of "talking out of turn" "verbal aggression" ,nicking the teachers, losing temper on slight penalty given by the teacher, loitering around during classes, lying, fighting, talking without permission, chewing or eating during lessons among others, have direct influence on the learning process. Anti-social behaviours and delinquent behaviours among students have brought about unprecedented level of anti-social behaviours in secondary schools and the society at large. Thus, the study is therefore poised to investigate strategies adopted by teachers in the management of classroom undesirable behaviours among junior secondary school students in Anambra State.

Purpose of the Study

The main purpose of this study is to determine the strategies adopted by teachers in the management of classroom undesirable behaviours among junior secondary school students in Anambra State. Specifically, the study sought to determine the extent:

1. Male and female teachers use reinforcement in the management of classroom undesirable behaviours among junior secondary school students in Anambra State.
2. Male and female teachers use counseling in the management of classroom undesirable behaviours among junior secondary school students in Anambra State.
3. Male and female teachers use corporal punishment in the management of classroom undesirable behaviours among junior secondary school students in Anambra State.
4. Male and female teachers use social isolation in the management of classroom undesirable behaviours among junior secondary school students in Anambra State.
5. Male and female teachers use constructive confrontation in the management of classroom undesirable behaviours among junior secondary school students in Anambra State.

Method

The design of this study was descriptive survey. This study adopted a quantitative descriptive survey design to identify, analyze, describe and to ascertain the strategies adopted by teachers in the management of classroom undesirable behaviours among junior secondary school students in Anambra State. According to Nworgu (2015), survey research is one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered being representative of the entire group. In survey research, the focus is on people, their belief, opinions, attitude and behaviour. This design is proper for this study as only a portion of the entire teachers in Anambra State was used as a representative sample of all the teachers.

The study was conducted in Anambra State. The State has six education zones namely, Aguata, Awka, Nnewi, Onitsha, Ogidi and Otuocha with 257 public secondary schools. Anambra state is in the South-Eastern part of Nigeria. The indigenous ethnic groups in Anambra State are predominantly Igbos. The capital and seat of Government is Awka. Onitsha is by far the largest urban area. The State's theme is Light of the nation. The choice of this area for the study is because of the noticeable increase in the classroom undesirable behaviour observed by teachers and remarked by parents. Whereas policies with special regards to students' classroom behaviours have not been properly formulated, this study will inform better decision making by policy makers and educational administrators in Anambra state.

of 6185 teachers in the 257 state public secondary schools in the six education zones (Aguata, Awka, Nnewi, Onitsha, Ogidi and Otuocha) in Anambra State (Source: Planning, Research and Statistics (PRS) Department, Post Primary School Service Commission, Awka, 2018)

The sample for the study comprise of 600 teachers as respondents. In drawing the sample for the study, disproportionate stratified sample and simple random sampling technique was adopted to stratify the teachers into the six education zones. In the six education zones, simple random sampling technique was adopted in selecting teachers from public secondary schools in six education zones across the state. In selecting the respondents, 50

male and 50 female teachers were selected from each of the six education zones making a total of 600 teachers for the study.

The instrument for data collection was a self-developed questionnaire. The questionnaire was titled “Teachers Strategies on the Management of Classroom Undesirable Behaviours Questionnaire (TSMCUBQ)”. The questionnaire consisted of two Sections; A and B. Section A contain questions on the gender of the respondents, while section B contains 60 items divided into 5 clusters with each cluster addressing issues of each specific purpose that guided the study.

The responses to the questionnaire items were designed on a four-point scale of measurement as thus:

Very High Extent (VHE)	-4
High Extent (HE)	-3
Low Extent (LE)	-2
Very Low Extent (VLE)	-1

The instrument (questionnaire) was content and face validated by three experts. Two in Management and other one in Measurement and Evaluation, all from Chukwuemeka Odumegwu Ojukwu University, Igbariam. The topic, the scope and purpose of the study, research questions, and hypotheses was presented to the validators as a guide. These validators ascertained the clarity and relevance of items to the research work. The validators made some helpful suggestions and recommendations that were corrected to make the instrument fit for the study.

The reliability of the instrument was determined using Cronbach Alpha Coefficient method to ascertain the internal consistency of items in the sections of the instrument. This technique is appropriate for this study because it is ideally suited for providing a good estimate of the internal consistency of questionnaire items. In testing for reliability, copies of the questionnaire were administered on a sample of 20 teachers of public secondary schools in Enugu State. The responses were analysed, while the reliability coefficients values of .91,.89, .88, .84 and .87 with an average reliability coefficients of .88 were obtained indicating that the items in the instrument were homogenous and highly reliable for the study (See Appendix E).

The instrument was administered to the respondents by the researcher and three briefed research assistants. These research assistants were briefed on how to be friendly with the respondents, to have smiling face when administering the questionnaires to the respondents and to have patience with the respondents. They were also to guide the respondents and follow them up to ensure high return. The study administered 600 copies of questionnaire to teachers across the selected secondary schools in Anambra State. Out of which 586(98%) copies were correctly filled and returned while 14(2%) were either misplaced or wrongly filled. The questionnaires were administered and collected on the spot and only the completely filled instruments were included in the study.

Data relating to the research questions were analyzed using the arithmetic mean and standard deviation. The mean were computed for each item of the questionnaire with reference value of 4,3,2,1 for the response categories. The responses were rated based on the responses with mean ratings of:

Very High Extent (VHE) = 3.50 – 4.00

High Extent (HE) = 2.50 – 3.49

Low Extent (LE) = 1.50 – 2.49

Very Low Extent (VLE) = 0.50 – 1.49

The hypotheses were tested with independent t-test at .05 level of significance.

The decision rule:

P-value < .05: Reject H_0

P-value > .05: Do not reject

RESULT

Research Question One: To what extent do male and female teachers use reinforcement in the management of classroom undesirable behaviours among junior public secondary school students in Anambra State?

Table 1: Mean ratings of male and female teachers on the extent reinforcement is used in the management of classroom undesirable behaviours in Anambra State junior public secondary schools

S/n	Item description	Male Teachers				Female Teachers			
		N	($\bar{X}$)	SD	RMK	N	($\bar{X}$)	SD	RMK
1	Teachers praise those who obey rules and regulations and ignore those that are found guilty	281	3.55	.46	VHE	305	3.74	.57	VHE
2	Teachers use nonverbal communication like smile, nod, thumbs up to applause the students' desired behaviours	281	3.82	.23	VHE	305	3.91	.34	VHE
3	Teachers giving social attention like a conversation, special time with the student(s)	281	3.77	.58	VHE	305	3.86	.67	VHE
4	Teachers giving tangibles such as stickers, new pencils or washable tattoos the students	281	3.39	.71	HE	305	3.48	.75	HE
5	Teachers giving the students special privileges such as playing a game, or sitting in a special place in the class	281	2.94	1.12	HE	305	3.08	1.23	HE
6	Teachers engaging the students in a special activities as drawing, writing, colouring, going to recess early, or having extra computer time	281	3.86	.18	VHE	305	3.88	.31	VHE
7	Teachers allow the student(s) to participate in special activities in the school	281	2.97	1.08	HE	305	3.12	.85	HE
8	Teachers praise students in order to increase the display of appropriate behaviors in classroom	281	3.64	.69	VHE	305	3.73	.69	VHE
9	Teachers used tangible items in the classroom in order to effectively change and reshape students' behaviours	281	3.11	.94	HE	305	3.23	.94	HE
10	Teachers can avoid inadvertently and haphazardly promoting inappropriate behaviours by engaging students in special activities in the school	281	3.23	.82	HE	305	3.34	.86	HE
11	A student who experiences reinforcement often shows a greater willingness to demonstrate positive behaviour in classroom	281	3.35	.77	HE	305	3.44	.81	HE

12	Teachers' use reinforcement because it is a universal principle that actually occurs quite naturally in each and every classroom	281	2.42	1.34	LE	305	2.85	1.25	HE
Total Mean Rating ($\bar{X}$)			40.05	8.52			41.65	8.87	
Mean of Mean Rating ($\bar{X}$)			3.38	.71	HE		3.47	.74	HE

Research Question Two: To what extent do male and female teachers use counselling in the management of classroom undesirable behaviours among junior public secondary school students in Anambra State?

Table 2: Mean ratings of male and female teachers on the extent counselling is used in the management of classroom undesirable behaviours in Anambra State junior public secondary schools

Secondary Schools									
S/n	Item description	N	Male Teachers			Female Teachers			
			($\bar{X}$)	SD	RMK	N	($\bar{X}$)	SD	RMK
1	Teachers help incorporate valuable lessons in students' daily life to reduces students' undesirable behaviours in classroom	281	3.25	.68	HE	305	3.23	.69	HE
2	Teachers give students advice on how to manage and deal with emotional conflict in the class	281	3.34	.46	HE	305	3.31	.55	HE
3	Teachers give proper guidance on how to deal with psychological problems which can lead to undesirable behaviours in classroom	281	3.21	.69	HE	305	3.63	.73	VHE
4	Teachers talk to students on how to cope with different situations they tend to face in their school life to avoid punishment	281	3.39	.86	HE	305	3.26	.68	HE
5	Teachers' help to instill enough discipline to students which shape their behaviour	281	3.42	.62	HE	305	3.33	.79	HE
6	Teachers help students to learn how to live in peace and harmony with others in the school community	281	3.26	.88	HE	305	3.27	.44	HE
7	Teachers help the students to understand what they are expected to do during and after school time	281	3.66	.58	VHE	305	3.54	.65	VHE
8	Teachers discuss with students about various experiences that make them uncomfortable in the classroom	281	3.64	.71	VHE	305	3.57	.71	VHE
9	Teachers help the students to learn how to appreciate other people in their class in order to reduce conflict	281	3.61	.65	VHE	305	3.45	.67	HE
10	Teachers openly share the students' problems that they cannot share with their parents	281	3.53	.32	VHE	305	3.62	.81	VHE
11	Teachers direct the students on possible behaviour in class to avoid unnecessary punishment	281	3.55	.57	VHE	305	3.48	.72	HE

12	Teachers discuss openly with the students on their personal feelings or any kind of abuse in the class	281	3.45	.68	HE	305	3.61	.65	VHE
Total Mean Rating ($\bar{X}$)			41.31	9.72			41.3	9.92	
Mean of Mean Rating ($\bar{X}$)			3.44	.81	HE		3.44	.83	HE

Research Question Three: To what extent do male and female teachers use corporal punishment in the management of classroom undesirable behaviours among junior public secondary school students in Anambra State?

Table 3: Mean ratings of male and female teachers on the extent corporal punishment is used in the management of classroom undesirable behaviours in Anambra State junior public secondary schools

S/n	Item description	N	Male Teachers			N	Female Teachers		
			($\bar{X}$)	SD	RMK		($\bar{X}$)	SD	RMK
1	Teachers are able to bring their students under control through the use of the cane	281	3.36	.67	HE	305	3.21	.85	HE
2	Teachers use of kneeling the students down set clear boundaries that motivate them to behave well in class	281	3.45	.53	HE	305	3.36	.65	HE
3	Teachers' absence of canning and hitting likely make students to go wild in the classroom	281	3.8	.29	VHE	305	3.73	.34	VHE
4	Teachers use of excessive exercise drills help to promote desirable behaviour of students in the classroom	281	3.42	.74	HE	305	3.36	.65	HE
5	Teachers use of pulling ears communicate a set of values that are favourable for students exposure in classroom	281	3.53	.61	VHE	305	3.43	.52	HE
6	Teachers use of crawling as punishment will make the students to behaviour appropriately in the class	281	3.37	.78	HE	305	3.28	.89	HE
7	Teachers use of painful body postures create a shock factor for keeping the students under control	281	3.78	.28	VHE	305	3.55	.47	VHE
8	Teachers use of electric shock can be a way to teach students on how to comport themselves in the classroom	281	3.75	.21	VHE	305	3.66	.35	VHE
9	Teachers use of stool elimination inculcate the act of respect for some students in the classroom	281	3.57	.55	VHE	305	3.41	.68	HE
10	Teachers use of pinching create safe environment for student to behave well in class	281	3.62	.46	VHE	305	3.73	.61	VHE
11	Teachers use of cutting and digging create an environment of fear for the students to behave well in the classroom	281	3.43	.67	HE	305	3.23	.92	HE
12	Teachers use of whipping and kicking create a risk of injury to the students which prompt them to behaviour accordingly	281	3.52	.64	VHE	305	3.64	.52	VHE

Total Mean Rating ($\bar{X}$)	42.6	6.91		41.59	8.75	
Mean of Mean Rating ($\bar{X}$)	3.55	.58	VHE	3.5	.73	VHE

Research Question Four: To what extent do male and female teachers use social isolation in the management of classroom undesirable behaviours among junior public secondary school students in Anambra State?

Table 4: Mean ratings of male and female teachers on the extent social isolation is used in the management of classroom undesirable behaviours in Anambra State junior public secondary schools

S/n	Item description	N	Male Teachers			N	Female Teachers		
			($\bar{X}$)	SD	RMK		($\bar{X}$)	SD	RMK
1	Teachers send erring student(s) out of the class for misbehaving	281	2.86	1.13	HE	305	3.11	.92	HE
2	Teachers separate the students to make them feel vulnerable to their inner critics	281	3.15	.96	HE	305	3.25	.84	HE
3	Teachers keep students apart to creates stronger memories	281	3.12	.93	HE	305	3.24	.82	HE
4	Teachers separate the students to focus without distractions from their peers	281	3.23	.84	HE	305	3.45	.66	HE
5	Teachers put the students in different positions for flow state of learning	281	3.08	1.05	HE	305	3.16	.95	HE
6	Teachers careful separate the erring student(s) to avoid the risk of getting frustrated	281	3.32	.73	HE	305	3.43	.62	HE
7	Teachers reposition the student(s) in order to increase classroom productivity	281	3.18	.98	HE	305	3.32	.71	HE
8	Teachers reposition the student(s) in order to boost classroom creativity	281	2.75	1.24	HE	305	3.64	.63	VHE
9	Teachers allows the students' brains to recharge when disturbing the entire class by separating them	281	2.58	1.39	HE	305	2.87	1.21	HE
10	Teachers careful separate the erring student(s) to avoid the feelings of depression	281	3.12	.93	HE	305	3.28	.87	HE
11	Teachers reposition the student(s) in order make them more innovative	281	3.24	.85	HE	305	3.36	.75	HE
12	Teachers separate the students in order to cultivates better relationships	281	3.21	.82	HE	305	3.29	.88	HE
Total Mean Rating ($\bar{X}$)			36.84	12.24			39.4	10.44	
Mean of Mean Rating ($\bar{X}$)			3.07	1.02	HE		3.28	.87	HE

Research Question Five: To what extent do male and female teachers use constructive confrontation in the management of classroom undesirable behaviours among junior public secondary school students in Anambra State?

Table 5: Mean ratings of male and female teachers on the extent constructive confrontation is used in the management of classroom undesirable behaviours in Anambra State junior public secondary schools

S/n	Item description	N	Male Teachers			Female Teachers			
			($\bar{X}$)	SD	RMK	N	($\bar{X}$)	SD	RMK
1	Teachers use peaceful confrontation to connect more deeply with the students to find out their problems	281	3.23	.86	HE	305	3.42	.72	HE
2	Teachers use peaceful confrontation to direct the students to address specific classroom work to keep them busy	281	3.41	.57	HE	305	3.53	.65	VHE
3	Teachers use effective confrontation to promotes students' insight in order to reduce frustration	281	3.36	.68	HE	305	3.67	.45	VHE
4	Teachers use peaceful confrontation to promotes students' awareness in order to enhance their stability in the classroom	281	3.44	.63	HE	305	3.38	.76	HE
5	Teachers use effective confrontation to reduce students' resistance to desirable behavioural change	281	3.57	.52	VHE	305	3.45	.63	HE
6	Teachers use effective confrontation to increase students' congruence between their goals and their behaviours	281	3.38	.76	HE	305	3.39	.8	HE
7	Teachers use peaceful confrontation to promote open communication in the classroom and reduce undesirable behaviour	281	3.29	.88	HE	305	3.45	.67	HE
8	Teachers use peaceful confrontation that leads to positive changes in students' emotions	281	3.45	.59	HE	305	3.89	.15	VHE
9	Teachers use effective confrontation to remove the student's fear of being criticized for failing	281	2.63	1.45	HE	305	3.21	.88	HE
10	Teachers use peaceful confrontation to remove the student's fear of being wrong or make a mistake	281	3.32	.69	HE	305	2.59	.98	HE
11	Teachers use peaceful confrontation to reshape students' thoughts and actions	281	3.23	.74	HE	305	3.73	.32	VHE
12	Teachers use peaceful confrontation to restore orderliness and safe environment suitable for teaching and learning	281	3.45	.55	HE	305	2.64	1.12	HE
Total Mean Rating ($\bar{X}$)			39.76	10.21			40.35	9.42	
Mean of Mean Rating ($\bar{X}$)			3.31	.85	HE		3.36	.79	HE

Discussion of the Findings

Teachers' Use of Reinforcement in the Management of Classroom Undesirable Behaviours

Findings of the study on the teachers' use of reinforcement in the management of classroom undesirable behaviours showed that there is a high extent use of reinforcement by male and female teachers in the management of classroom undesirable behaviours in Anambra State junior public secondary schools. The study inferred that female teachers use reinforcement strategy more often than male teachers in the management of classroom undesirable behaviours among junior public secondary school students in Anambra State. The study

also showed that there is no significant difference in the mean ratings of male and female teachers' use of reinforcement in the management of classroom undesirable behaviours among junior public secondary school students in Anambra State. Although, there is a mean difference of 1.6, but it is not significant and do not account for difference in the teachers' use of reinforcement in the management of classroom undesirable behaviours among junior public secondary school students in Anambra State. The finding is in line with the discovery of Hoque (2013) and Dada and Okunade (2014). Hoque (2013) argued that teachers in one point in time in the classroom practices praise and applause students for best behaviour in the class. Also, Dada and Okunade (2014) finding upheld that teachers use different strategies to control students in the classroom. They included corporal punishment, timeout reward for good behaviours, the use of reinforcement and so on as part of the classroom strategies to get the classroom conducive for teaching and learning.

Teachers' Use of Counselling in the Management of Classroom Undesirable Behaviours

Findings of the study on the teachers' use of counselling in the management of classroom undesirable behaviours showed that there is a high extent use of counselling by male and female teachers in the management of classroom undesirable behaviours in Anambra State public junior secondary schools. The study inferred that male and female teachers use counselling strategy equally in the management of classroom undesirable behaviours among junior public secondary school students in Anambra State. The study also showed that there is no significant difference in the mean ratings of male and female teachers' use of counselling in the management of classroom undesirable behaviours among junior public secondary school students in Anambra State. Although, there is a mean difference of .01, but it is not significant and do not account for difference in the teachers' use of counselling in the management of classroom undesirable behaviours among junior public secondary school students in Anambra State. The finding is in line with the findings of Atici & Çekici (2012); Pamela, Aloka & Pamela (2018). Atici & Çekici (2012) showed that teachers conduct classroom guidance activities, do collaborative work with students in the classroom, acting as a mediator in resolving student conflicts, and conducting group guidance activities were among strategies teachers used to help students curb undesirable classroom behaviour.

Teachers' Use of Corporal Punishment in the Management of Classroom Undesirable Behaviours

Findings of the study on the teachers' use of corporal punishment in the management of classroom undesirable behaviours showed that there is a very high extent use of corporal punishment by male and female teachers in the management of classroom undesirable behaviours in Anambra State public junior secondary schools. The study upheld that male teachers use corporal punishment more often than female teachers in the management of classroom undesirable behaviours among junior public secondary school students in Anambra State. The study also showed that there is no significant difference in the mean ratings of male and female teachers' use of corporal punishment in the management of classroom undesirable behaviours among junior public secondary school students in Anambra State. Although, there is a mean difference of 1.01, but it is not significant and do not account for difference in the teachers' use of corporal punishment in the management of classroom undesirable behaviours among junior public secondary school

students in Anambra State. The finding is in line with the discovery of Adesope, Ogunwuyi & Olorode (2017). Adesope, Ogunwuyi & Olorode (2017) opined that teachers' strict use of corporal punishment help to deal with undesirable behaviour that student put up in the classroom in the school. They also argued that corporal punishment has great effects on students' academic performance viz creating a sort of friction and making them show lack of interest in their work. Students' exhibit negative behaviour and their academic progress showed a gradual regression, whereas the students who were managed with different learning behaviour developed their long-term scholastic performance. The study is in a bit disagreement with Lomasontfo, Boyie & Sithulisiwe (2017) who revealed that students drop out of school and some become stubborn when teachers applied the corporal punishment in the classroom. Thus they suggested guidance and counselling, manual work and positive discipline as alternative strategies to corporal punishment.

Teachers' Use of Social Isolation in the Management of Classroom Undesirable Behaviours

Findings of the study on the teachers' use of social isolation in the management of classroom undesirable behaviours showed that there is a high extent use of social isolation by male and female teachers in the management of classroom undesirable behaviours in Anambra State public junior secondary schools. The study upheld that female teachers use social isolation more often than male teachers in the management of classroom undesirable behaviours among junior public secondary school students in Anambra State. The study also showed that there is no significant difference in the mean ratings of male and female teachers' use of social isolation in the management of classroom undesirable behaviours among junior public secondary school students in Anambra State. Although, there is a mean difference of 2.56, but it is not significant and do not account for difference in the teachers' use of social isolation in the management of classroom undesirable behaviours among junior public secondary school students in Anambra State. The finding is in consonance with the findings of Arinze & Ojoru (2011); Igwe (2014). Arinze & Ojoru (2011) showed that students' isolation in classroom had a positive and significant effect on their behavioural modification in the universities. It was also discovered that there was significant difference in the mean achievement score of the students at the pre and post - test stage. On the other hands, Igwe (2014) showed that there was no significant difference in strategies used by male and female teachers and between the private and public schools. Findings revealed that teachers use all the strategies but rated cognitive and supportive strategies as very effective and punitive strategy as moderate. Class isolation was found to be significant in management in the behaviour of students in schools.

Teachers' Use of Constructive Confrontation in the Management of Classroom Undesirable Behaviours

Findings of the study on the teachers' use of constructive confrontation in the management of classroom undesirable behaviours showed that there is a high extent use of constructive confrontation by male and female teachers in the management of classroom undesirable behaviours in Anambra State public junior secondary schools. The study upheld that female teachers use constructive confrontation more often than male teachers in the management of classroom undesirable behaviours among junior public secondary school students in Anambra State. The study also showed that there is no significant difference in the mean ratings of male and female teachers' use of constructive confrontation in the management

of classroom undesirable behaviours among junior public secondary school students in Anambra State. Although, there is a mean difference of .59, but it is not significant and do not account for difference in the teachers' use of constructive confrontation in the management of classroom undesirable behaviours among junior public secondary school students in Anambra State. The finding is in agreement with the findings of Manpreet (2013); Ganagana & Anero (2015). Manpreet (2013) confirmed the findings in literature by demonstrating that a close, positive and supportive relationship between teacher and students is essential for developing a mutual relationship of respect and for managing challenging behaviours successfully. He indicated that teachers use confrontation technique to a high extent to manage the challenging behaviour of students in schools. In the words of Ganagana & Anero (2015), they revealed that the use of peaceful confrontation by teachers in classroom management in schools, help to maintain a high standard behaviour in class.

Conclusion

The conclusion drawn from this study is that among the classroom undesirable behaviour exhibited by secondary school students, bullying, excessive noisemaking, slandering, stealing, lying, fighting, truancy, disobedience to classroom rules, violent acts like bullying by nick naming, disruptive acts such as noise making, failing to do assignments, not paying attention, destructive acts, and lateness to the classroom are prevalent. The strategies adopted by teachers to curb this undesirable behaviour include the use of reinforcement, the use of counselling, the use of corporal punishment, the use of social isolation, and the use of constructive confrontation technique. The study also concludes that classroom undesirable behaviours impedes learning, make teaching difficult on the part of the teacher, interrupts the teaching-learning process and consume time allotted for teaching and learning.

Recommendations

In the light of the findings, conclusion and implications of this study, the following recommendations are made:

1. The principals together with the classroom teachers should always invite the students' parents to join hands in disciplining the students when they engage in classroom undesirable behaviours.
2. Special counselling should be conducted for students who often engage in classroom undesirable behaviours.
3. Orientation and seminars should be organized for teachers by the government on how to deal with classroom undesirable behaviours effectively and how to maximize learning in the face of such behaviours.
4. Both experienced and newly employed teachers should be trained on effective strategies for controlling classroom undesirable behaviours so that their decision on the choice of strategy is not just based on impulse.
5. School management and teachers need to work collaboratively in order to minimize the occurrence of and impact of challenging behaviours in classrooms.
6. Moral punishment, rewards, praise and blame create room for reinforcement of positive performance which is the guideline for the impulsiveness of the students.

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