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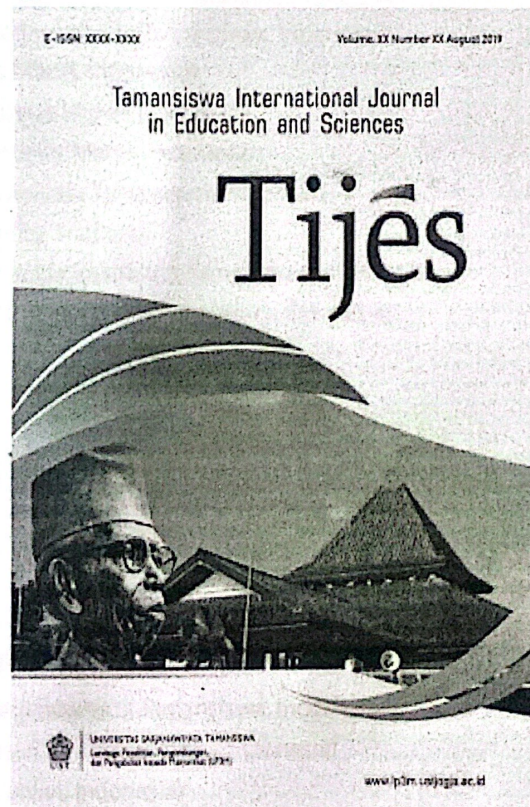
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Assessment of Techniques Employed by Basic Teachers in Reducing Pupils Undesirable Behaviours in Classrooms in Ilorin South Local Government Area of Kwara State

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Abstract

The purpose of this research is to examine the Techniques Employed by Basic Teachers in Reducing Pupils Undesirable Behaviours in Classrooms in the Ilorin South Local Government Area of Kwara State, Nigeria. Recently, the issue of undesirable behaviors among children in our society today and the world at large specifically in schools has become worrisome and a major cause for concern for parents, teachers, educational stakeholders, and other related agencies in the field. This study adopted a descriptive type of research design. The study comprised all public primary school teachers in Ilorin South. Multi-phasic sampling techniques were used in this study that is, Purposive and proportional sampling techniques were used to select one hundred and eleven (111) qualified basic school teachers across the fifteen (15) selected schools while the fifteen (15) schools selected using simple random sampling techniques. The research instrument employed was a researcher's designed questionnaire in which the test re-test reliability method was used to determine the validity and reliability of the instrument using Pearson product-moment correlation (PPMC) and a co-efficient of 0.93 was established. The findings from this study showed that Teachers' years of experience, age and educational qualification have a significant influence on the kind of techniques employed by the teachers while teachers' gender was found not to have any significant influence on the kind of techniques they employed. The recommendation was made based on these findings.

Introduction

The issue of undesirable behaviors among basic school children today has attracted global attention. This present occurrence remained worrisome and heavy in the heart of concerned people in our society today such as parents, teachers, stakeholders, governments, and even children themselves. This is so because recently there has been a global outcry about the undesirable behaviors of children in our society, particularly in schools. Dada and Okunade (2014) asserted that a prevalent problem and greatest fear of newly employed teachers are pupils' misbehaviors. This malady has been pointed out as a major reason why many of our teachers are ditching the teaching profession for another profession. That is why some scholars and experts believe that there is a link between behavior and learning and such behavior should not be deemed in isolation from teaching and learning (Grigg, 2010; Khosiyono et al, 2022).

Undesirable behaviors are said to have the tendency to impede learning rather than promote learning. Other terms used to refer to undesirable behaviors include abnormal behavior, misbehavior, inappropriate behavior, and disruptive behavior. Efforts have therefore been put in place to develop approaches to control such undesirable behaviors. In this regard, experts call for behavior modification theories. These are used as guides to control/modify children's behavior. It is worthy that the causes of many undesirable behaviors in schools are beyond the scope of the school. Factors such as poverty, lack of social support, and parenting patterns contribute a lot to pupils' behaviors. It might therefore be difficult for teachers to influence such factors but they can seek ways of controlling them, especially in the classroom. Undesirable behaviors can impact the efficiency and productivity of the class in a situation where the classroom teacher is unable to maintain effective classroom control. Some common undesirable behaviors among pupils in the classroom include noise making, failing to do assignments, not paying attention, chewing or eating during lessons, missing classes, bullying, and lying among others (Machumu, 2011). The notion of whether behavior is good or bad is not static because it varies from place to place and from time to time. Grigg (2010) corroborated that one of the difficulties in assessing the extent of disruptive behavior in schools is that it is context-specific. Johnston, Halocha, and Chapter (2007) said that good behavior 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 will differ from one society or age to the other; therefore, our present expectations must be seen as temporary rather than certain solutions. This is why there have been concerns about the standards of pupils' behavior. This notwithstanding, there are certain behaviors that are actually undesirable, especially in the classroom irrespective of the place, the time, and even the culture. Therefore, concerns about undesirable behaviors in schools are being expressed all over the world today. A teacher will have to engage in good classroom practices and management in order to control undesirable behaviors among his/her pupils.

Globally, punishment is one of the techniques used in controlling undesirable behaviors. However, it is used extensively and freely in some parts of the world than others (Machumu 2011). This is with particular reference to Africa where corporal punishment is still widely used. According to him, 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 pupils. If there are such laws, they remain unenforced. It should be noted that corporal punishment which takes the form of caning, kicking, slapping, punching and even throwing pupils against the walls is still widely used all over African schools and even homes despite the existence of certain circular laws and guidelines of corporal punishment in schools.

Assessment of Techniques Employed by Basic Teachers in Reducing Pupils Undesirable Behaviours in Classrooms in Ilorin South Local Government Area of Kwara State

Techniques that can be used to prevent or control undesirable behaviors 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 et al., (2007) asserted 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 disruptive behaviors until they stop among others.

Previous studies on undesirable behaviors have revealed that undesirable behaviors found among pupils in the classroom include, lying, fighting, stealing, cheating, talking without permission, chewing or eating during lessons among others (Gulec and Balcik, 2011; Magela 1986). According to Winzer (2002), behavioral disorders in children occur among the rich, the poor, the gifted, the intellectually disabled, and members of all racial and ethnic groups. It is also noted that children rarely can decide for themselves that they are behaviorally disordered except their parents and teachers determine that. This study therefore sought to find out the kind of undesirable behavior common among pupils in the study area and the strategies used by their teachers to control such behaviors.

Classroom management is composed of some sub topics accordingly, undesirable behaviors is a subtopic of classroom management (Siman, 1999; Ozsoy, 2003; Basar 2005; Sarita 2000; Celik 2002; Karip 2003). The prevention of problematic behaviors is related to discipline. Effective discipline methods are very important in achieving academic success and a safe learning environment (Luiselli, Putnam, Handler, Feinberg, 2005). Problematic behaviors may occur throughout the life. The important thing is that both the parents and the school know how to solve these problematic behaviors. Ensuring discipline in school is one of the most important problems of educators. Because of complicated social relationships, it may be said that parents also focus on this issue. Besides, this topic is often discussed even in mass media. Undesirable behaviors is one of the topics of complaint of everyone no matter they have children at school or not. The number of stimuli affecting learning of students increase every day. Classroom is a social structure where a lot of characters exist, and in this structure, several problems may occur under the effect of these negative stimuli. These problems may lead to unfavorable results in terms of both teachers and students. In order to cope with these behaviors, it is necessary to search for the required problem solving behaviors of teachers. Students with undesirable behaviors need to know what exactly is expected from them and to be frequently reminded of these expectations (Nelson, Martella, Galand, 1998). These students are believed that they may reduce possible problems they may have when they are trained and find this training attractive. Successful classroom management involves not only finding effective solutions when problems occur but also preventing frequently viewed problems before they emerge. In order to make the most effective decisions in classroom management, the teacher should clearly determine his/her goals and the desired target, and make his/her decisions depending on them. Defining undesirable behaviors in the classroom correctly and clearly is vital for changing and

finally extinguishing these behaviors with appropriate strategies (Aydın; 2000; Khosiyono, 2022).

There are several management strategies for teaching proper behavior (Algozzine and Kay, 2002; Johns and Carr, 1995; Walker, Colvin, Ramsey, 1995). It is believed that when these strategies are applied, undesirable behaviors will diminish or completely disappear. In this context, which strategies are used by teachers for diminishing problematic behaviors and what kind of results they achieve must be searched. Teachers who apply effective classroom management strategies for students may be claimed to be more successful in solving discipline problems of their students. Johnston et al., (2007) who asserted that 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 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. It was also in line with Qaiser, Hassan, Naeem, Ishtiaq and Sadia (2013), who opined that variables such as teacher training, extent of teaching experience and teacher self-confidence are important moderator variables on teachers' perceptions of disruptive behavior, although little research has examined relationships between these variables. Agaoglu (2002) asserted that management of student behaviors requires constant attention of the teacher within the framework of classroom management. Classroom management strategies of teachers have a significant place in a healthy learning-teaching process, academic development of children, improving their social success and gaining life skills of children. The findings of the study will be useful for classroom teachers as they will be able to use appropriate strategies to control the classroom undesirable behaviors in an excellent way.

The prevalent occurrence of undesirable behaviors among pupils in our classroom and society today to be remained worrisome and major causes for concern going by media reports, official reports and education stakeholders' comments. These include antisocial behaviors and delinquent behaviors among children and these have brought about unprecedented level of juvenile delinquency in our societies globally. Could it be that teachers are not able to control such undesirable behaviors or that the techniques are not effective? An observation of what goes on in our schools today seem to reveal that undesirable behaviors manifested by pupils are to a large extent, either completely unchanged or ineffectively changed. This is inimical to the system because undesirable behaviors 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 behaviors 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 was specially designed to explore the techniques used by primary school teachers in controlling pupil's classroom undesirable behaviors therefore the Statement of the problem was designed as "Assessment of Techniques Employed by primary School Teachers in controlling pupils Classroom Undesirable Behaviors in Ilorin South local government area of Kwara State".

Assessment of Techniques Employed by Basic Teachers in Reducing Pupils Undesirable Behaviours in Classrooms in Ilorin South Local Government Area of Kwara State

Method

The descriptive survey design was adopted for this study. It depends on detecting, describing, and analyzing data that are related to the participant's opinion. A descriptive survey enables researchers to gather information from a representative sample, (Foluke and Mary 2017). There are fifty-nine (59) public primary schools in Ilorin South local government with a population of one thousand and one hundred sixty- nine (1169) primary school teachers out of which one thousand and one hundred two were qualified teachers in which fifteen primary schools were selected based on researcher's interest and total number of one hundred and eleven (111) primary school teachers which equivalent to 10% of population of the study was used as the sample size for this study. This is line with Mathayo (2016), who asserted that 10% to 20% of total population of the study is the appropriate representation for descriptive survey study. A total of one hundred and eleven (111) primary school teachers were therefore drawn from fifteen (15) selected primary schools using purposive and proportional sampling technique. Teacher's qualification is the main purpose for respondent's participation in this study. Hence, non-qualified teachers were not allowed to participate in this study. A self-designed, structured and well- constructed questionnaire titled "Questionnaire on Classroom Undesirable Behaviors Exhibited by primary school pupils (CUBEPSP)" Was used as research instrument for the collection of data.

Results and Discussion

Presentation of Tables and Interpretation

Research Hypothesis 1: *There is no significant difference in the techniques used by primary school teachers for controlling undesirable behaviors among the pupils in the classrooms on the basis gender*

Table 5: Using Independent-Samples t-test showing the Influence of Teacher's Gender on the Techniques Employed in Controlling Undesirable Behaviors among the Primary School Pupils in Ilorin South local government area of Kwara State

Gender	N	Mean	Std. Deviation	t	df	Sig.	Decision
MALE	39	15.3333	2.37679	-1.366	109	.175	Retained
FEMALE	72	16.0417	2.72411				

Source: Fieldwork, 2021

Sig.>0.05

From table 5 above, the result showed t value= -1.366, degree of freedom (2,109). The null hypothesis is retained since the significant value of 0.175 is greater than 0.05 of the alpha level ($0.175 > 0.05$). This means that there was no significant difference in the techniques used by primary school teachers for controlling undesirable behaviors among the primary school pupils in the Ilorin South local government area of Kwara State on the basis of gender. Therefore, regardless of the techniques employed, they all have the same opinion on the techniques used by primary school teachers for controlling undesirable behaviors among primary school pupils based on gender in the study area.

Research Hypothesis 2: *There is no significant difference in the techniques used by primary school teachers for controlling undesirable behaviors among the pupils in the classrooms on the basis of age*

Table 6: Analysis of Variance (ONE- WAY ANOVA) Showing the Significant Difference in the Respondent's opinion on the Techniques Employed by Primary School Teachers in Controlling Pupils Classroom Undesirable Behaviors on the Basis of Teacher's Age in Ilorin South area of Kwara State

	Sum of Sq	df	Mean Square	F	Sig.	Decision
Between Groups	54.453	3	18.151			
Within Groups	699.781	107	6.540	2.775	.045	Not Retained
Total	754.234	110				

Source: Fieldwork, 2021 Sig. <0.05

From table 6 above, the result showed the degree of freedom of (3, 107) and F value yielded 2.775. The null hypothesis is not retained since the significant value of 0.045 is less than 0.05 of alpha level ($0.045 < 0.05$). This means that, there a was significant difference in the techniques employed by primary school teachers for controlling pupil's classroom undesirable behaviors among the primary school pupils in Ilorin South local government area of Kwara State on the basis of teacher's age. Therefore, this shows that teachers' age has a significant impact or influence on the selection of the techniques used in controlling pupil's classroom undesirable behaviors in the study area.

Research Hypothesis 3: *There is no significant difference in the techniques used by primary school teachers for controlling undesirable behaviors among the pupils in the classrooms on the basis educational qualification.*

Table 7: Analysis of Variance (ONE- WAY ANOVA) Showing the Significant Difference in the Respondent's opinion on the Techniques Employed by Primary School Teachers in Controlling Pupils Classroom Undesirable Behaviors on the Basis of Teacher's Educational Qualification in Ilorin South area of Kwara State.

	Sum of Sq	df	Mean Square	F	Sig.	Decision
Between Groups	47.297	2	23.648			
Within Groups	706.937	108	6.546	3.613	.030	Not Retained
Total	754.234	110				

Source: Fieldwork, 2021 Sig. <0.05

From table 7 above, result showed the degree of freedom of (2, 108) and F value yielded 3.613. The null hypothesis is not retained since the significant value of 0.030 is less than 0.05 of alpha level ($0.030 < 0.05$). This means that, there was significant difference in the techniques employed by primary school teachers for controlling pupil's classroom undesirable behaviors among the primary school pupils in Ilorin South local government area of Kwara State on the basis of teacher's educational qualification. Therefore, all the respondents' opinion differs

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when it comes to selecting the techniques used in curbing pupil's classroom undesirable behaviors on the basis of educational qualification in the study area.

Research Hypothesis 4: *There is no significant difference in the techniques used by primary school teachers for controlling undesirable behaviors among the pupils in the classrooms on the basis teaching experience.*

Table 8: Analysis of Variance (ONE- WAY ANOVA) Showing the Significant Difference in the Respondent's opinion on the Techniques Employed by Primary School Teachers in Controlling Pupils Classroom Undesirable Behaviors on the Basis of Teacher's Experience in Ilorin South local government area of Kwara State

Sum of S	Qdf	Mean Square	F	Sig.	Decision
Between Groups	74.182 3	24.727			
Within Groups	680.052 107	6.356	3.891	.011	Not Retained
Total	754.234 110				

Source: Fieldwork, 2021 Sig. <0.05

From table 8 above, the result showed the degree of freedom of (3, 107) and F value yielded 3.891. The null hypothesis is not retained since the significant value of 0.011 is less than 0.05 of alpha level ($0.011 < 0.05$). This means that, there was a significant difference in the techniques employed by primary school teachers for controlling pupil's classroom undesirable behaviors among the primary school pupils in Ilorin South local government area of Kwara State on the basis of teachers' experience. Therefore, this shows teachers' 's experiences really count and also serve as important or deciding factor when considering techniques used in controlling pupils' classroom undesirable behaviors among the primary school pupils in the study area.

The findings revealed that there was no significant difference in the techniques used by primary school teachers for controlling undesirable behaviors among the pupils in the classrooms on the basis teacher's gender. This shows that all the respondents agreed that gender has no influence in their selection of techniques to control pupil's classroom undesirable behaviour in the study area rather than it depends on the severity of such behaviour. This is line with Mehmet, (2015) who opined that choices of strategies against undesirable behaviors differ according to the type of the act, its severity, how it influences others, its objectives and possible results.

Finally, the findings further revealed that there is significant difference in the techniques used by primary school teachers for controlling undesirable behaviors among the pupils in the classrooms on the basis teacher's age, educational qualification and teaching experience this result is consonance with Johnston et al., (2007) assertion that 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 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. It also in line with Qaiser et al., (2013), submission that variables such as teacher training, extent of teaching experience and teacher self-confidence are important moderator variables on teachers' perceptions of disruptive behavior, although little research has examined relationships between these variables.

Conclusion

Based on the findings of this study, it is concluded that there are certain undesirable behaviors manifested by primary school pupils. As to this, teachers use certain strategies to control these undesirable behaviors. Also, undesirable behaviors in the classroom, if not properly checked can impact negatively on the teaching and learning process. Teachers' years of experience, age and educational qualification is also seen to have significant effect on the techniques that teachers use in controlling pupils' classroom undesirable behaviors.

This study would be of immense benefit to the early childhood educators, teachers, pupils, school administrators, parents, counselors, government and other expert in the field of education and future researchers. The teachers will benefit from the findings in such way that it would highlight the need for teachers to adopt class control techniques that will promote effective teaching and learning in order to improve the academic performance of students. It will propel teachers to be flexible in the use of classroom control techniques since no technique is effective by itself but must be combined with others to achieve the desired goal.

The pupils would benefit from the findings of this study in such way that it will lead to more conducive or favorable learning in the classroom. This is because; teachers' use of different class control techniques will help to eliminate pupils' undesirable behaviors which will enhance their interest in class subject. This could encourage them to learn more effectively so as to improve their academic performance. The findings of this study will also create needed awareness to school administrators on whether classroom control techniques adopted by teachers have relationship with academic performance of pupils. This could guide them in designing class management program to re-train teachers in the use of these techniques to enhance teaching and learning.

Finally, the findings of this work would fill the gap in knowledge and provide possible solutions to some of the practical and theoretical problems that exist among teachers and students. Future researchers could find the information provided in this study important when conducting a study in related areas.

Recommendations

The recommendations of this research consist of regular and surprise inspections of schools should be intensified to help check teachers who serve as role models; beginning teachers should face orientation on the use of various techniques for controlling pupil's undesirable behaviors in the classroom at the time of taking the teaching job; teacher education program should intensify their course program on the area of child psychology and guidance and counseling; teachers should keep and maintain a record of disruptive and aggressive students

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and it should be sent to their parents. In addition, a special meeting program should be launched inside the schools to discuss on the same issues; and primary school administrators should provide training and re-training programs for teachers through workshops, seminars, and conferences to update their classroom management skills. This will enable teachers to effectively select appropriate class control techniques as the need arises.

Suggestions for further studies are future researchers could replicate this study in other states in Nigeria or Nigeria at large; future researchers could replicate this study in higher learning; and future researchers should consider the Interaction of other variables such as school location, socio-economic or parental influence on pupil's classroom undesirable behavior and the use of the new techniques should be considered.

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