Management Techniques of Head Teachers: Effectiveness in Reducing Behaviour Problems

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Abstract

This study investigated the management techniques and effectiveness of primary school head teachers in reducing behaviour problem. Simple random sampling, technique was adopted in selecting 247 primary school/ head teachers in Oru-East and Oru-west Local Government Areas of Imo State. The instrument for data collection was a 16-item questionnaire. Mean score and standard deviation were used in data analysis for management techniques of head teachers and their effectiveness. From the analysis of data it was found that the management techniques of the head teacher include: Explaining what constitute negative influences of the peer group to parents during Parents Teachers' Association (PTA); exhibiting good leadership to staff and pupils; providing teaching facilities and equipment for teachers; involving pupils in leadership positions in the school; encouraging effective communication: and adopting the right supervisor strategies, among others. Out of the 1 6 items, 12 items were found to be effective. Based on the analysis, implications of the study and recommendations were in made.

Key Words: Management Techniques Head Teachers, Behaviour Problems

1. Introduction

The Federal Republic of Nigeria (2004) through the National Policy on Education sees character moulding and development of sound attitude and morals in the child as one of the goals of primary education. To achieve this, the teacher needs to play more active and diversified roles. The teacher is the hub of the system with his knowledge and abilities applied in the management of the pupils under his care in order that the child acquires the rightful skills, values, behaviours, attitudes and knowledge transmitted to him in the classroom

A typical classroom is a social organization comprising students or pupils from different cultural, religions and socio-economic backgrounds (Okonkwo and Ozurumba, I989). As a result, a number of differences are observed among children in the school setting. These individual differences lead to varying behaviours both desirable and undesirable.

Schools are set up in the society to ensure that the young ones receive education which enable them to fit into the society Adeboyejc and Afolabi (1992 : 1 5) summarized the classroom to include "laboratories, self-paced learning environment, and open — area situations each of which has differing contextual features which may affect the nature of the students behaviour".

Classroom behaviour problems can't be described as unacceptable attitudes exhibited by pupils in the classroom. That is, attitudes of a child that run contrary to the laid down rules and regulations of the school or society. Misbehaviour can also he described as behaviour which is unacceptable to others. In other words, students mishaviour, refer to that behaviour which is not acceptable by other members of the class and which thereby create classroom disturbances. Behaviour problems in the classroom task the beginning teachers and challenges the experienced (Doyle. 1986). Misbehaviour seems to occur whenever a pupil breaks classroom rules. If learning in the school is to be effective, classes have to be kept orderly with the teacher in control at all times. This involves creating conditions, which satisfy the social and psychological needs of the pupils, and creating in them the desire to learn. Essuman (1988) looked at misbehaiour as activities or actions of an individual (overt or covert), which are capable of disrupting teaching and learning.

Different types of misbehaviour have been identified in the classrooms, Some of these misbehaviours which include whispering in the class, cutting initials on the desk, drawing funny pictures while the teacher is teaching, teasing others, restlessness, truancy, bulling, sleepiness, excessive yawning, frequent tardiness and absence from school without any good reasons occur as a result of lack of worthwhile Curriculum and teaching method.

Well-planned curriculum helps the teacher in the control of pupils' behaviour. According to Piajet (1952) children learn best when they are active and seek solutions for problems themselves by making discoveries, reflecting on them and discussing them, rather than blindly imitating the teacher.

Effective teacher design situations that allow pupils learn by doing, involving them in lively classroom activities. Some psychological studies have listed other incidences as: making noise to attract attention in the class, unnecessary trips to teacher's table, drawing caricatures of teachers or other children. Other incidences of misbehaviour may be due to the hidden causes such as personality disturbances, which include: lying fighting, frustrations, cheating, stealing, stubbornness, refusal to obey rules, indecent acts, among others.

Control of pupils misbehaviour in the classroom rests primarily on the teacher. His attitude toward pupils' behaviour has profound effect o the teaching-learning situations. An effective teacher applies various elements of classroom control which involves the judicious organization of activities such as keeping of records of class progress, checking class attendance, controlling students conduct and activities, carrying out disciplinary activities, establishing routines, formulation of rules and manipulating instructional programmes and materials necessary for good classroom management.

Le Riche (1998) has maintained that the teacher's behaviour and teaching style can influence the classroom control. He further stated that behaviour problems tend to diminish when pupils are busily engaged in constructive students-centered activities. When the teacher monitors the students at work, he easily detects not only the slow learners but also the inappropriate behaviour of pupils. Thus, monitoring becomes an effective way of controlling pupils' classroom misbehaviours.

The primary school Head teacher as the administrator and management of his school can employ a number of techniques to help teachers reduce behaviour problems of pupils. He plans, organizes, directs, controls and evaluates the staff and material resources aimed at achieving the stipulated goals.

However, in spite of the efforts of teachers in reducing behaviour problems of primary school pupils, there are still incidences of classroom misbehaviour occurring daily among school pupils in Oru.

2. Purpose of the Study
(1) To ascertain the management techniques that could be adopted by primary school head teachers in reducing behaviour problem.
(2) To find out the effectiveness of these techniques.

2.0 Research Question
(I) What management techniques could be adopted by primary school head teachers in reducing behaviour problems?
(2) Which of the identified techniques are effective in reducing behaviour problems in primary schools.

3. Methodology
3.1. Design of the Study:
The survey research design was adopted for the study.
3.2. Study Population
This comprised all the primary school teachers in all the public primary schools in Oru East and Oru West Local government areas of Irno State.
3.3 Sample and Sampling Technique
Simple random sampling technique was adopted in selecting 24 primary school head teachers out of 558 head teachers in Oru East and Oru West Local government Area
3.4 Instrument for Data Collection
The instrument for the study was a questionnaire of 16 items used to elicit information from respondents. The questionnaire was divided into 2 sections. Sections A consisted of introductory letter and demographic information about the name of school and local government area.

Section B consisted of 16 items on the management techniques adopted by head teachers in reducing behaviour problems of primary school pupils of which the respondents were asked to indicate their level of acceptance on a four-point scale of Strongly Agree (4-point), Agree (3- point), Disagree (2-point) and Strongly Disagree (1-point), with assigned value of 4,3,2, and I correspondingly; and the level of effectiveness of the techniques on a four —point scale of Very effective, Effective, Not very effective and Not effective. The instrument was face validated by three experts, two in Educational Administration and Psychology, in the Department of Education Foundations, and one in measurement and evaluation, Faculty of Education, University of Nigeria, Nsukka. These experts were requested to critically and logically examine the items in terms of relevance of the content and suitability of the rating scale.

The instrument was trial tested using 50 head teachers in Orlu Local government Area in Imo State. Cronbach Alpha was used in testing the internal consistency of the items. The reliability yielded a co-efficient of 0.68.
3.5. Methods of Data Collection and Analysis
The researcher employed two research assistants who helped in distributing and retrieving the completed questionnaire. Out of a total of247 question are distributed, 238 were retrieved in Oru-East, Oru-west local government areas of Imo State.

Means and standard deviation were used in answering the research questions. A mean of 2.50 was taken as a minimum score an item would obtain to be considered as a management technique adopted by head teachers and effectiveness. Any item below the cut-off point of 2.50 was rejected.

4. Result

Table 1 is a summary of the respondents responses regarding the management techniques adopted by primary school head teachers in reducing behaviour problem. The table showed that the overall means for 12 out of 16 items were greater than the cut-off point (2.5). This implies the respondents accepted the 12 items. The items considered very high by the respondents level of acceptance are those techniques with the overall mean rating between 2.79 and 3.34. Some of these management techniques of head teacher in reducing behavior problem are: that the head teacher should explain what constitute negative influences of the peer group to parents during P.T. A.; providing teaching facilities and equipment for teachers; Exhibiting good leadership to staff and pupils; encouraging effective communication and involving pupils in leadership positions in the school, among others.

Table 1 also showed that items 5, 6, 9 and 14 have overall mean less than the cut-off point of 2.50. This means that the respondents rejected them as management techniques.

Table 2 displays the mean and standard deviation of the rating of effectiveness of the techniques for the reduction of behaviour problem in primary schools. From this table, 12 of the techniques out 16 have the mean greater than the cut-off mark of (2.50). This implies that respondents accepted 12 techniques to be effective.
Table 2 displays the mean and standard deviation of the rating of effectiveness of the techniques for the reduction of behaviour problems of primary school pupils. From this table, 12 of' the techniques out 16 have mean greater than the cut-off mark (2.50). This implies that respondents accepted 12 techniques to be effective.

5. Implications of the Study

The findings of this study' have worth while implications to school administrators and educational managers. The findings revealed that the favourable relationship between the school and the home is necessary.

This harmonious relationship will no doubt help the school administrators in reducing behaviour problem in children. The finding have shown that involving pupils in leadership positions in the classroom is a major management technique used by the head teacher in reducing behaviour problem. This technique will encourage them in developing positive attitude and behaviour in the class and school respectively. The findings also showed that effective communication is very' vital in reducing behaviour problem of pupils. This, by implication, means that when there is effective curriculum that gears toward the pupils' interests, ability and achievement level, communication becomes very effective.

6. Recommendations:

Based on the findings of the study and the educational implications arising there from, the researcher recommends as follows:

(I)   The State Primary Education Board in Imo State should provide both recreational and teaching learning facilities and equipment to primary schools in Oru East and Oru-Wcst. in order to keep the pupils meaningfully engaged in the classroom.

(2)   The Headmasters and headmistress should organize conference, seminar and workshop for teachers on techniques for effective classroom management behaviour.

(3)   The primary school administrator should create favourable learning environment, which will satisfy the social and psychological needs of pupils and create in them the desire to learn.

(4). The primary school teachers should device strategies that will help in monitoring the behaviour of the pupils in and outside the class.

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Table 1: Mean and standard deviation of the rating of the techniques of Head teachers in reducing behavior problem.

S/No	Items	$\overline{Mean}$ x	Sd	Decision
1	Explaining what constitute negative influence of the peer group to parents during PTA meetings	2.63	0.66	Accepted
2	Encouraging school and home to work together in order to identify behaviour problems in children	3.18	0.51	Accepted
3	Exhibiting good leadership to staff and pupils	2.79	0.61	Accepted
4	Providing teaching facilities and equipments for teachers	2.80	0.40	Accepted
5	Providing sporting and recreational facilities	1.69	0.47	Rejected
6	Encouraging teacher resourcefulness.	2.26	0.61	Rejected
7	Organizing effective clinical supervision	2.96	0.49	Accepted
8	Adopting the right supervision strategies	2.80	0.39	Accepted
9	Organizing seminars, workshops by inviting experts in psychology of children and other related areas.	2.43	0.68	Accepted
10	Involving pupils in leadership positions in school	3.34	0.48	Accepted
11	Ensuring that the curriculum is geared to the pupils' interests' ability and achievement	2.69	0.64	Accepted
12	Providing conducive environment for learning by ensuring that schools are walled and secured to avoid external influence	2.92	0.27	Accepted
13	Ensuring that qualified personnel are posted to schools	2.54	0.50	Accepted
14	Motivating teachers	2.09	0.49	Accepted
15	Establishing from disciptinary measures in the school	2.99	0.59	Accepted
16	Encouraging effective communication in the school	3.13	0.56	Accepted
	Grand mean $\left(\overline{x}\right)$	2.70		

Table 2: Mean and standard deviation of rating of the effectiveness of techniques for reduction of behaviour problem.

S/No	Items	$\overline{Mean}$ x	SD	Decision
1	Explaining what con negative influence of the peer group to parents during PTA meetings	3.34	0.48	Effective
2	Encouraging school and home to work together in order to identify behaviour problems in children	3.26	0.72	Effective
3	Exhibiting good leadership to staff and pupils	2.79	0.64	Effective
4	Providing teaching facilities and equipments for teachers	2.86	0.44	Effective
5	Providing sporting and recreational facilities	2.00	0.48	Not effective
6	Encouraging teacher resourcefulness	2.20	0.61	Not effective
7	Organizing effective clinical supervision	3.18	0.49	Effective
8	Adopting the right supervision strategies	2.88	0.39	Effective
9	Organizing seminars, workshops by inviting experts in psychology of children and other related areas.	2.31	0.62	Not effective
10	Involving pupils in leadership positions in school	3.33	0.41	Effective
11	Ensuring that the curriculum is geared to the pupils' interests ability and achievement.	2.61	0.39	Effective
12	Providing conducive environment for learning by ensuring that schools are walled and secured to avoid external influence	2.96	0.32	Effective
13	Ensuring that qualified personnel are posted to schools	2.58	0.48	Effective
14	Motivating teachers	2.11	0.36	Not effective
15	Establishing form disciplinary measures in the school.	3.23	0.60	Effective
16	Encouraging effective communication in the school	3.10	0.46	Effective

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