

GENDER DIFFERENCES ON INFLUENCE OF CLASSROOM MANAGEMENT TECHNIQUES ON STUDENTS CLASSROOM BEHAVIOUR IN SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract

Classroom misbehaviour, one of the greatest hindrances to the achievement of classroom objectives has continued to increase in secondary schools Nigeria. Various classroom management techniques had been employed by teachers to control it, yet the ugly scenario had persisted. This study assessed the perception of male and female students on the influence of classroom management techniques used by teachers for the control of students classroom behaviour in secondary schools in Anambra state. It was guided by three research questions. Three null hypotheses were also tested. The study utilised the descriptive survey research design and was carried out in Anambra State. A sample of 2,430 students drawn from a total population of 48,625 senior secondary students in the 256 government owned secondary schools in the state were involved in the study. A 27 itemed questionnaire developed by the researchers was used for data collection. The instrument was validated by experts and the reliability ascertained using Cronbach Alpha. An overall reliability co-efficient of 0.75 was obtained and this was deemed high enough, thus the instrument taken to be reliable for the study. Mean scores were used to answer the research questions while t-test statistic was applied in testing the hypotheses at 0.05 level of significance. The result of the study showed among others that classroom rules, rote discipline and corporal punishment management techniques were perceived by male and female students as having influence on students' classroom behaviour in secondary schools in Anambra State. Based on the findings, recommendations were made which include that teachers should create a conducive classroom environment by employing appropriate management techniques for students' classroom behaviour so as to enhance teaching-learning exercise.

Introduction

The aim of activities in the classroom is to impart knowledge, ideas and skills to the learner and this can only be achieved with the help of the teacher through proper classroom management. Management is the act of dealing or organising people to achieve specific goals. The organisation of

learners and tools in learning to attain the classroom goals require purposeful effort of the teacher through classroom management.

Classroom management is the organisation of classroom environment to reduce disruptions that can impede effective teaching-learning process. Classroom management demands carefully chosen techniques from the teacher who is the classroom manager, so as to maintain discipline and order in such a manner that can guarantee successful teaching-learning process.

Classroom management techniques according to Guilliani (2010) means strategies developed to handle various problems and conflicts within a classroom. Sun (2015) defined classroom management technique as a careful and purposeful planning that prevents much undesirable behaviour from occurring in the first place in the classroom. Some of these techniques among others include: use of praise and reward, classroom rules, time management, rote discipline, corporal punishment and managing classroom social climate (Anyafulude, 2009, McCreery 2014 , Nwankwo 2014 & Omenyi, 2007). Among these classroom techniques the use of classroom rules, rote discipline and corporal punishment seem to be often deployed by teachers in the management of students' classroom behaviours (Owodunnia, 2010 & Wikipedia, 2014).

In secondary schools today, most teachers often set and enforce classroom rules as a guide to class behaviours, but this technique has not actually reduced students' classroom misbehaviours. In addition rote discipline technique which is a negative sanction given to a misbehaved child and consisting of repeatedly writing classroom rules , aimed at being a reminder to classroom rules has equally not reduced these ugly behaviours. In the same vein, corporal punishment technique which involves a deliberate inflicting of pain on a misbehaved student to correct an unacceptable behaviour and deter others from such behaviour also seem not to have reduced students' classroom misbehaviour. It is saddening to note that these and other classroom management techniques put in place have not actually reduced classroom misbehavior, as there are still evidences of persistent rise in classroom misbehaviour among secondary school students in Anambra State. The level of such misbehaviours which among others include: verbal abuse, eating in the classroom, moving in and out of the classroom without permission, distracting others and disrespect to the teacher among secondary school students is alarming.

Classroom misbehaviours have increased teachers headaches and stress and this is because of the time and energy spent in correcting students' misbehaviours. A student that engages in classroom misbehaviour not only causes chaos, but also distracts himself, other students as well as the teacher

from achieving the goals of the classroom. Research on students' classroom misbehaviour also reveal that students behaviour problem in the classroom vary according to gender (Okorji, 2013). The issue of students' classroom misbehaviour continues to surface as one of the most challenging problems teachers face in secondary education today.

In the face of these reports, one wonders whether various classroom management techniques have different influences on male and female students. Without empirically investigating into the fundamental issues on the influence of these classroom management techniques from the viewpoint of students themselves, the different techniques various teachers employ may be counterproductive and may be likened to administering the wrong medicine to cure a disease. It is on the basis of this, that the researchers undertook this study which assessed the perception of male and female students of the influence of teachers' classroom management techniques on students' classroom behaviour in secondary schools in Anambra State.

The main purpose of the study was to find out the influence of teachers' classroom management techniques on students' classroom behaviour in secondary schools in Anambra State. Specifically, the study sought to determine:

1. The influence of classroom rules technique on management of students' classroom behaviours.
2. The influence of rote discipline technique on management of students' classroom behaviours.
3. The influence of corporal punishment technique on management of students' classroom behaviours.

The following research questions guided the study:

1. How does teachers' classroom rules technique influence male and female students' classroom behaviour in secondary schools in Anambra State?
2. How does rote discipline technique influence male and female students' classroom behaviour in secondary schools in Anambra State?
3. Does corporal punishment technique influence male and female students' classroom behaviour in secondary schools in Anambra State?

The under listed hypotheses were tested at 0.05 level of significance.

1. There is no significant difference in the mean response of male and female students on the influence of teachers' classroom rules technique on management of students' classroom behaviour.

2. There is no significant difference in the mean response of male and female students on the influence of rote discipline technique on management of students' classroom behaviour.
3. There is no significant difference in the mean response of male and female students on the influence of corporal punishment technique on management of students' classroom behaviour.

Method

The study utilized the descriptive survey research design. According to Nworgu (2015), in a descriptive survey, data collected from a few people considered to be a representative of a population is analysed and generalizations made from it about the population. In this study, the researchers sampled and studied a part of the population and findings obtained from it used to generalize the entire population.

The study was carried out in Anambra State. Anambra State comprises six education zones namely Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha education zones. These education zones are centrally controlled by the State Education Commission at Awka, the state capital.

The population of the study consists of all the 48,625 senior secondary school students in the 256 public secondary schools in Anambra State. This comprises 22,198 male and 26,427 female students. The data are as collected from the State Education Commission at Awka in June 2016.

A sample of 2,430 senior students made up of 1,109 males and 1,321 females representing 5% of the population were involved in the study. In composing the sample the proportionate stratified sampling and simple random sampling techniques were adopted. The stratification was based on education zone and gender. This was to ensure that the sub-groups in the population participated in the study in the same proportion, as they existed in the population. Using simple random sampling technique five percent of the students from each gender were drawn from the schools sampled. This gave a sample size of 2430 students made up 1,109 males and 1,321 females.

A researcher developed questionnaire titled "Teachers Classroom Management Technique Questionnaire" (TCMTQ) was used for data collection. The questionnaire consisted of two parts A and B. Part A contained two items on personal data of the respondents while Part B contained 28 items in three sections ; B1, B2 and B3. Section B1 contained eight items on the influence of teachers' classroom rules technique; Section B2 contained 11 items on the influence of rote discipline technique, and Section B3 contained nine items on the influence of corporal punishment technique on the management of students' classroom behaviour. All the items in sections B1-

B3 of the questionnaire were structured on a four point scale of Strongly Agree (4 points), Agree (3 points), Disagree (2 points) and Strongly Disagree (1 point).

The questionnaire was validated by three experts; two in Educational Management and Policy and one in Measurement and Evaluation. All the experts are lecturers in the Faculty of Education, Nnamdi Azikiwe University. The experts scrutinized the items in terms of relevance, clarity and conformity to the research questions and hypotheses. Their suggestions were used in refining the items of the questionnaire for the final edition of the instrument that was used for the study.

The Cronbach alpha was used for testing the reliability of the instrument. To do this, the instrument was administered on 20 students in a secondary school in Enugu State and the reliability co-efficient calculated. This yielded an overall index of 0.75. This according to Nworgu (2015) is high enough, for a research instrument thus the instrument was deemed reliable for the study.

Data were collected by the researchers with the help of five research assistants who were post graduate students in the Faculty of Education, Nnamdi Azikiwe University. A total of 2,430 copies of the questionnaire were distributed but only 2,000 copies representing 82.3% were successfully retrieved and these were used for data analysis.

Mean scores were used in answering the research questions while the hypotheses were tested using t-test at 0.05 level of significance. For the research questions any item with a mean score of 2.5 and above was regarded as being in agreement while any item that had a mean score below 2.5 was regarded otherwise. In testing the hypotheses, the calculated t value was weighed against the table t value. Where the calculated t value exceeded the table t value the null hypothesis of no significance was not rejected, otherwise the null hypothesis was rejected.

Results**Table 1: Mean scores of male and female students' responses on the influence of classroom rules technique on students' classroom behaviour in secondary schools in Anambra State**

S/N	In my class	Male Students' Responses (N=960)		Female Students' Responses (N=1040)	
		\bar{X}	Decision	\bar{X}	Decision
1	I behave better when there are class rules	3.35	Agree	3.50	Agree
2	I behave as I like, if class rules are not placed	2.30	Agree	2.47	Disagree
3	I adhere to class rules when placed	3.45	Agree	3.15	Agree
4	Class rules guide my activities and actions in the classroom	3.59	Agree	3.41	Agree
5	Class rules do not change my behaviour in the class	2.22	Agree	2.42	Disagree
6	Class rules dictate my actions and as such modify my behaviour	3.34	Agree	3.29	Agree
7	I take a positive attitude toward myself when there are class rules	3.54	Agree	3.43	Agree
8	Class rules give me direction on what to do and what not to do in the classroom.	3.62	Agree	3.39	Agree
Grand Mean		3.18	Agree	3.13	Agree

Table 1 reveals grand mean scores of 3.18 for male students and 3.13 for female students. Both mean scores are above the decision level of 2.50 indicating that both male and female secondary school students agreed that classroom rules technique influence students' classroom behaviours. Item by item analysis showed that male and female students agreed on all the items except items 2 and 5 which were disagreed to both by male and female students with mean scores of 2.30 and 2.47 and for male students 2.22 and 2.42 for female students respectively.

Table 2: Mean scores of male and female students' responses on the influence of rote discipline technique on students' classroom behaviour in secondary schools in Anambra State

S/N	In my class	Male Students' Responses (N=960)		Female Students' Responses (N=1040)	
		\bar{X}	Decision	\bar{X}	Decision
9	I forget class rules if not reminded	2.15	Disagree	2.30	Disagree
10	I misbehave because I easily forget class rules	2.15	Disagree	2.13	Disagree
11	I behave well without being reminded of class rules	3.58	Agreed	3.30	Agree
12	Rote discipline does not control my behaviour in class	2.39	Disagree	2.68	Agree
13	I become cautioned when asked to repeatedly write class rules	2.91	Agree	2.68	Agree
14	I often misbehave if the teacher uses only rote discipline in the class	2.18	Disagree	2.13	Disagree
15	I dislike it when given class rules to write	2.23	Disagree	2.28	Disagree
16	I hate writing or copying class rules	2.20	Disagree	2.16	Disagree
17	Rote discipline modifies my class behaviour	3.13	Agree	2.87	Agree
18	Repeatedly writing of class rules deters me from misbehaving in the class	2.95	Agree	2.82	Agree
19	Rote discipline is a corrective measure to class misbehaviours	3.11	Agree	3.03	Agree
	GRAND MEAN	2.64	Agree	2.55	Agree

Table 2 shows that the grand mean scores are 2.64 for male students and 2.55 for female students. Both mean scores are above the decision level of 2.50 indicating that both male and female secondary school students agree that rote discipline technique influence students' classroom behaviours. Item by item analysis shows that both male and female students have the same dispositions for most of the items. They both agreed on five items namely items, 11, 13, 17, 18 and 19 with mean scores above 2.5 and also disagreed on five items namely items 9, 10, 14, 15 and 16 with mean scores for each of the

items falling below 2.5. However, they differ in respect to item 12, while males with a mean score of 2.39 disagree, females agree to the item with a mean score of 2.68.

Table 3: Mean scores of male and female students' responses on the influence of corporal punishment technique on students' classroom behaviour in secondary schools in Anambra

S/N	In my class	Male Students' Responses (N=960)		Female Students' Responses (N=1040)	
		\bar{X}	Decision	\bar{X}	Decision
20	Corporal punishment deters me from misbehaving in the class	3.23	Agree	2.97	Agree
21	Use of corporal punishment affects my class behaviour positively	2.98	Agree	2.88	Agree
22	Use of corporal punishment affects my class behaviour negatively	2.41	Disagree	2.35	Disagree
23	I feel humiliated when given corporal punishment	2.73	Agree	2.63	Agree
24	I certainly feel sorry for my misbehaviour	3.28	Agree	3.02	Agree
25	I dislike it when given corporal punishment	2.88	Agree	2.85	Agree
26	I resort to truancy than doing corporal punishment	2.09	Disagree	2.41	Disagree
27	Use of corporal punishment does not change my behaviour in the class	2.21	Disagree	2.43	Disagree
28	I become angry with the teacher when caned	2.17	Disagree	2.33	Disagree
GRAND MEAN		2.60	Agree	2.65	Agree

Table 3 reveals the grand mean scores of 2.60 for male students and 2.65 for female students. Both mean scores being above the decision level of 2.50 indicate that both male and female secondary school students in Anambra

State agreed that corporal punishment influences the management of students' classroom behaviours. Item by item analysis show that male and female students agreed on four items, namely; 20, 21, 23, 24 and 25 and they both disagreed on four items namely, 22, 26, 27 and 28, as having influence on management of students' classroom behaviour.

Table 4: t-test comparison of opinions of male and female students on the influence of teachers' classroom rules in managing classroom misbehaviour.

Subjects	\bar{X}	Level of sig.	Df	t-cal	t-crit	Decision
Male	3.18	0.05	1998s	-0.03	1.96	Not significant
Female	3.13	-				

The results in Table 4 reveal that calculated t value (-0.03) is less than the critical value of t (1.96) at 0.05 alpha level and 1998 degree of freedom. This means that the difference in opinion of male and female students on the influence of teachers' classroom rules in managing students' classroom misbehaviour is not significant. Therefore, the null hypothesis is accepted.

Table 5: t-test comparison of the mean responses of male and female students on the influence of rote discipline techniques in managing classroom misbehaviour.

Subjects	\bar{X}	Level of sig.	Df	t-cal	t-crit	Decision
Male	2.64	0.05	1998	0.05	1.96	Not significant
Female	2.55					

The results in Table 5 reveal that calculated t (0.05) is less than the critical value of t (1.96) at alpha level of 0.05 and degree of freedom 1998. This means that the difference in opinion of male and female students on the influence of rote discipline techniques in managing students' classroom misbehaviour is not significant. Therefore, the null hypothesis is accepted.

Table 6: t-test comparison of the mean responses of male and female students on the influence of corporal punishment in managing classroom misbehaviour.

Subjects	\bar{X}	SD	Level of sig.	Df	t-cal	t-crit	Decision
Male	2.60	0.46	0.05	1998	0.02	1.96	Not significant
Female	2.65	0.46					

The results on Table 6 reveal that calculated t (0.02) is less than the critical value of t (1.96) at alpha level of 0.05 and degree of freedom 1998. This means that the difference in opinion of male and female students on the influence of corporal punishment in managing students' classroom misbehaviour is not significant. Therefore, the null hypothesis is accepted.

Discussion

The results of the study revealed that classroom rules technique influences both male and female students' classroom behaviours. This agrees with Omenyi (2007) who stated that classroom rules are the dos and don'ts in the classroom life. The results also indicated that there is no significant difference between the mean scores of male and female students' on the influence of classroom rules technique in managing students' classroom behaviours. This means that both male and female students agreed that classroom rules technique influences students' classroom behaviours. This is in line with the opinion of Jack and Lindeman (1998) that classroom rules clearly defined expected child's behaviour in the classroom.

The finding also supports Bora (2009) who noted that classroom misbehavior would intensify if there are no rules that regulate behaviours by clearly defining the expectations of appropriate child behaviour and by establishing the relationship between behaviour and the consequences to behaviour. Therefore, classroom rules technique serve dual purpose; firstly it serves as a guide to the expected classroom behaviours. Secondly, it serves as a deterrent because most teachers make rules with penalties for offenders attached.

The study also revealed that rote discipline technique influences male and female students' classroom misbehaviour. This finding is consistent with McGee and Fraser (2008) who pointed out that without reminders not all students consistently show the kind of behaviour that enables a conducive classroom environment. This is an indication that students' classroom misbehavior lies with constant reminder through writing. Furthermore, the results revealed that there was no significant difference between the mean

response scores of male and female students' on the influence of rote discipline techniques in managing students' classroom misbehaviour.

This is probably because penalties for offenders are attached to most rules and these serve as deterrent to students misbehaviour. Apparently the reason for the same influence on both students is that rote discipline induces retention of expected class behaviour on the students. Therefore rote discipline technique is effective in managing students' classroom misbehaviour. It serves as a regulator and reminder in checkmating students' classroom misbehaviour. This study also found out that corporal punishment technique influences male and female students' classroom misbehaviour. This agrees with the finding of Okafor (2006) that corporal punishment is a corrective measure for controlling students' indiscipline. Apparently the reason for the same influence on both students is that corporal punishment induces pain and the fear it generates scares students from unwanted behaviour and consequently, controls students' classroom behaviours.

The inference is that corporal punishment technique has the same influence on both male and female students. The finding corroborates Ebenebe and Unachukwu (1995) that the goal of punishment is to reduce unacceptable behaviours by imposing unwanted consequences.

Conclusion

It is concluded that classroom rules, rote discipline and corporal punishment techniques influences both male and female students classroom misbehaviour in secondary schools in Anambra State. In this regard therefore, managers should employ these techniques in managing male and female students classroom misbehavior.

Recommendations

Based on the findings the following recommendations are made

1. Teachers should deploy classroom rules, rote discipline management and corporal punishment techniques in managing students' classroom misbehavior
2. Teachers should create a conducive classroom environment by employing appropriate management techniques for students' classroom misbehaviour to enhance teaching-learning exercise.
3. Educational planners and owners of educational institutions should include classroom management techniques in the curriculum for trainee teachers as well as in-service training for practising teachers to equip the teachers with necessary classroom management skills to cope with students' behaviour.

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