

## Teacher's Effectiveness: An Active Pill in the Treatment of Pupils' Behavioural Problems In Schools

Azeez Adeyinka Najeem

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The study examines the effect of behavioral problems among pupils in public primary schools in Kaduna metropolis. A descriptive research survey design was adopted. All teachers in Kaduna metropolis formed the population. 230 respondents comprise of 124 males and 106 females were sampled selected from 45 public primary schools. Two research questions were raised and one hypothesis was tested using inferential statistics. Results showed that behavioural problems have serious implications on pupils academic achievement and teachers' effectiveness can be used to reduce pupils' behavioural problems. Based on findings, it was recommended that parents should observe their children at home to avoid behavioural problems, and if they noticed such behavior they should be corrected immediately. Teachers too should do likewise to prevent such problems in the classrooms. Problems like fighting; stealing, lies, nail biting, and angry responses and the usage of abusive languages should be minimized among others after the conclusion have reached.

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### Introduction

Behaviour is the way an individual conducts herself/himself. It can be viewed in reference to a phenomenon, an object or a person. It can also be seen in reference to societal norms, or the way in which one treats others or handles objects (Manu 2008). Behaviour, therefore, is the way an individual acts towards people, society or objects. Behaviour can be either good or bad. It can be normal or abnormal according to societal norms. Society will always try to correct bad behaviour and try to bring abnormal behaviour back to normal.

Several definitions of behavioural problems have been given by psychologists over the years. Owusu and Manger (2008) defined pupils' behavioural problem within the classroom context as, "one that is incompatible with learning and teaching that obstruct pupils or the class social development. Haugstad (2001) asserts that behavioural problems in the school are one of the factors which wear out teachers and make the psychosocial environment very difficult, often making the situation unbearable for all parties involved. This assertion goes to show that behavioural problem is a menace to teachers because their efforts are always exerted towards solving the problem. Iliya (2007) sees behavioural problem as a term that applies to any kind of behaviour that creates difficulties (interferes with the effective functioning of the pupils in classrooms) or reveals the presence of difficulties (indicates that the pupil is not functioning effectively), this definition implies that the difficulties created by the manifestation of behavioural problems affects academic achievement.

Many teachers take the position that behavioural problems are some extraneous variables that interfere with their teaching (Kemy 2010). Kemy further opined that children suffering from behavioural problems often fail to concentrate adequately in the classroom.

They also interrupt the behaviour of other learners in the classroom. A teacher according to Alaezi (2011) is a person who is involved in the act of changing human behaviour and transformation of society for better. Thus, much is expected from the teacher as an important pillar in the school system.

Research indicates that teacher preparation, knowledge of teaching, learning, and subject matter, experiences and the combined set of qualifications measured by the teacher licensure are all leading factors in teacher effectiveness (Kalimu 2007), some of the critics have questioned the role of teacher preparation as a key to teachers' effectiveness. It is time to separate facts from fictions, truth from myth, about teacher preparation.

Beck (2005) opined that teacher's effectiveness is important because effective teaching helps learners to learn effectively. Effective teaching does not occur by chance, effective teachers have become good at what they do because they evaluate their practice for improvement. Teacher's effectiveness appears to be "an act of faith" on the part of teacher and pupils to do their best.

Beck (2005) identifies pupils rating (such as pupils' evaluation of teaching), peer review, self-review, videos of practice, interview with pupils, employer ratings, teaching awards and scholarship, learning outcome measures and maintenance of teaching portfolio as potentials sources of evidence of teaching effectiveness.

Kenneth (2010) opined that teacher effectiveness is being interesting on having good educational skills, being available and helpful to learners. Teachers' effectiveness is the ability of the teacher to possess all the necessary professional training and competencies to discharge their duties effectively. Effective teachers therefore can be referred to as those teachers who produced greater learning gains in their pupils or had classrooms with lower rates of disruptive pupils' behaviour and more on-task behaviour (Anderson, 2012).

The attitude of teachers to work influences the attitude of learners and also learners' ability to exhibit certain good behaviour during and after learning has taken place, (Kenneth, 2010).

Punctuality determines the regularity of teachers' performance of their duties. A punctual teacher take interest on the learners way of behaviour thereby appreciating the good ones and look for remedy to the bad ones (Mays, 2007). A teacher who is quite punctual will be opportuned to detect learners' behavioural problems and suggest ways of minimize those problems. An effective teacher should be able to respect time, especially in lesson attendance and other school programs. A punctual teacher helps pupils to imbibe the character of punctuality in life. The conduct of a teacher is another important factor to consider in treating behavioural problems. Teachers with good conduct accept the reality of learners behavioural problem and assist in treating them. On the other hand, teachers with negative conduct often fail to show deep concern in treating learners' behavioural problems. Therefore, teachers are always expected to exhibit good conduct in handling their learners' behavioural problem as this will bring good condition for such efforts (Aliyu, 2006).

Teachers also provide social and emotional support and are socialization agents who model and mold others' behaviours and beliefs and solidify their own. The impact of

relationship between teachers and pupils begins with early learning. Relationships at school can facilitate or be a barrier to teaching and learning. Peer teachers to pupils' relationships can also function as helping interventions. That is why Rohrbeck and Gray (2014) stress that, peers play a role in social development and learning related to empathy, caring, social responsibility, negotiation, persuasion, cooperation, compromise, emotional control, conflict resolution, and more. It has been established that learners suffering from behavioural problems often relate poorly with teachers, classmates, elderly ones and peers. Peers serve as reinforcers and models of behaviour and consequently a classroom that contains high numbers of learners with behavioural problems easily leads to poor academic skills and achievement. Therefore, poor learners' relationship is yet a problem of a serious concern to teachers which must be treated effectively if effective teaching and learning is to take place.

Adnan (2013) is of the opinion that optimal learning occurs when learners participate actively in their own learning activities, rather than passive recipients of teacher-delivery contact. For this to be effective, learners really need to think about their learning instead of being stubborn and misbehaving during teaching and learning process (Cherry 2011). Learners with behavioural problem often think differently from other learners in the school and classroom setting. During the learning process, the difference in thinking skills can be obviously observed. Therefore, the teacher needs to possess efficient skills in identifying how learners think depending on their home background (Marzu, 2011), so as to assist them in solving their behavioural problems.

#### Statement of the problem

There has been concerns about the extent to which behavioural problems exist among the children. This concern is borne out of the fact that the manifestation of behavioural problems within the school system obstructs teaching and learning thereby derailing the entire educational goals and objectives. Learners' behaviour problems pose a great challenge to the effective teaching and learning process of both the public and private primary schools. Learners' behavioural problems can result to consequences in education such as learning difficulty among learner's poor academic performance, difficulty in interpersonal relationship with teachers and peers.

This study therefore focuses on teacher's effectiveness as a way for treating behavioural problems among pupils. Teacher seems to be a factor that can make tremendous positive changes among his/her pupils. Teacher can guide towards right and wrong of every action being a role model. Teacher's effectiveness is about pupils learning ability. However, most teachers are of the opinion realized that fighting by the pupils, lack of participation in class, poor relationship with peers and others are not always within their control in the class. However it is of great concern for teaching and learning because if we do not properly take care of these behavioural problems, teaching may be hampered and learning will not take place.

## Research Questions

The following questions are posed to give the study a focus

1. What are the implications of teachers' effectiveness on pupils' achievement in the school?
2. How can teachers' effectiveness be used to address pupils' behavioural problem in schools?

## Hypotheses

In answering the research questions, the following hypotheses were formulated and tested

Ho<sub>1</sub>: There is no significant gender difference in the opinion of the respondents on the effects of behavioural problems among pupils of primary schools in Kaduna metropolis.

Ho<sub>2</sub>: There is no significant gender difference in the opinion of the respondents on the implication of teachers' effectiveness in public primary schools in Kaduna metropolis.

## Methodology

Descriptive survey research design was used in this study to assess the behavioural problems and impact of teachers' effectiveness on pupil behaviour. Proportional and stratified random sampling technique was used to select 230 out of 1633 teachers from 45 out of 89 public schools across Igabi and Chikun local government areas of Kaduna state. This sample was adopted for equal representations

The instrument used to carry out this study was a self designed questionnaire titled. "Teachers' Questionnaire on the Assessment of Teachers Effectiveness in Treating Behavioural Problems (TQATETBP)." The questionnaire is divided into three (3) sections A was designed to seek for personal information of the respondents, section two (2) was drawn to elicit information from the respondents on effects of behavioural problems on pupils academic achievement and section three (3) was developed to collect information from respondents on how teachers' effectiveness can be used to treat behavioural problems among pupils.

The instrument was validated through the pilot study which shows high level of internal consistency reliability with overall Cronbach's Alpha of .775. 230 questionnaires were duly filled and returned out of 234 that were distributed to selected schools. Frequency and percentages was used to analyze demographic data and the research questions while the hypotheses were tested using independents sample t-test statistics.

## Results and Discussion

## Research Question 1

What are the implications of teachers' effectiveness on pupils' performance in the school?

Table 1 Opinions of the respondents on the implication of teachers' effectiveness in public primary schools in Kaduna Metropolis.

S/N	STATEMENT	SA	A	UND	DA	SDA					
F	%	F	%	F	%	F	%	F	%		
1	Rewards in form of praise and awards sustained appropriate behaviour	138	60	92	40	0	0	0	0	0	0
2	Teachers' punctuality reduces behavioural problems among pupils and increase pupils' performance	62	27	92	40	45	19.6	31	13.5	0	0
3	Teachers' good moral behaviour helps pupils to concentrate on their study in the school	61	26.5	153	66.5	0	0	0	0	16	7
4	Interacting with pupils personally removes difficulties and frustration that lead to behavioural problems	75	32.6	92	40	15	6.5	16	7	32	13.9
5	Teachers are effective in treating behavioural problems using communication skills	16	7	121	52.6	30	13	31	13.5	32	13.9
6	Pupils with behavioural problems can be treated through guidance and counseling services.	108	47	77	33.5	30	13	15	6.5	0	0
7	The use of gesture and facial expression helps in treating behavioural problems	94	40.9	106	46.1	15	6.5	15	6.5	0	0

Table 1 shows the result of the implication of teachers' effectiveness in public primary schools in Kaduna Metropolis. 230 respondents representing 100 percent agreed that rewards in form of praise and awards sustained appropriate behaviour. 154 respondents representing 67 percent agreed that teachers' punctuality reduces behavioural problems among pupils and increase pupils performance, 31 respondents representing 13.5 percent disagreed while 45 respondents representing 19.6 percent were neutral. It implies that teachers' punctuality reduces behavioural problems. 214 respondents representing 93 percent agreed that teachers' good moral behaviour helps pupils to concentrate with their study in the school while 16

respondents representing 7 percent disagreed. It implies that teachers' good moral behaviour helps the pupils to concentrate in their study. 167 respondents representing 72.6 percent agreed that interacting with pupils personally removes difficulties and frustration that lead to behavioural problems, 48 respondents representing 20.9 percent disagreed while 15 respondents representing 6.5 percent were neutral. It implies that interacting with pupils personally removes difficulties and frustration that lead to behavioural problem. 137 respondents representing 59.6 percent agreed that teachers are effective in treating behavioural problems using communication skills, 63 respondents representing 17.4 percent disagreed while 30 respondents representing 13 percent were neutral. It implies that teachers are effective in treating behavioural problems using communication skills. 185 respondents representing 80.5 percent agreed that pupils with behavioural problems can be treated through guidance and counseling service, 15 respondents representing 6.5 percent disagreed while 30 respondents representing 13 percent were neutral. It implies that pupils with behavioural problems can be treated through the services of guidance and counseling unit. 200 respondents representing 87 percent agreed that the use of gesture and facial expression helps in treating behavioural problems, 15 respondents representing 6.5 percent disagreed while 15 respondents representing 6.5 percent were neutral. It implies that the use of gesture and facial expression helps in treating behavioural problems.

#### Research Question 2

How teachers' effectiveness could be used to address pupils' behavioural problem in schools?

Table 2 Opinions of the respondents on teachers' effectiveness and pupils' behavioural problems in public primary schools in Kaduna Metropolis

S/N	STATEMENT	SA	A	UND	DA	SDA						
F	%	F	%	F	%	F	%	F	%			
1	Parents' relationship with teachers helps to reduce behavioural problem	45	19.6	77	33.5	0	0	61	26.5	47	20.4	
2	Given homework to your pupils assist teachers in controlling behavioural problems	76	33	76	33	30	13	0	0	48	21	
3	Given regular class work help to control pupils in class	108	47	122	53	0	0	0	0	0	0	
4	Effective and efficient teachers' personality aid in treating behavioural problems	32	13.9	123	53.5	30	13	45	19.6	0	0	
5	Regular sensitization of pupils by teachers on the consequences of unwanted attitude terminates behavioural problems	77	33.5	107	46.5	46	20	0	0	0	0	

6	Placing a pupil with behavioural problem in a group or class helps him to overcome negative reactions	32	13.9	182	79.1	0	0	16	7	0	0
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Table 2 shows the results of teachers' effectiveness on pupils' behavioural problems. 122 respondents representing 53.1 percent agreed that parents' relationship with teachers helps to reduce behavioural problems while 108 respondents representing 46.9 percent disagreed. It implies that parents' relationship with teachers helps to reduce behavioural problems. 152 respondents representing 66 percent agreed that given of home work to the pupils assist teachers in controlling behavioural problems while 48 respondents representing 21 percent disagreed. It implies that the given of home work to pupils assist teachers in controlling behavioural problems. 155 respondents representing 67.4 percent agreed that effective and efficient teachers' personality aid in treating behavioural problems, 45 respondents representing 19.6 percent disagreed while 30 respondents representing 13 percent were neutral. It implies that effective and efficient teachers' personality aid in treating behavioural problems. 184 respondents representing 80 percent agreed that regular sensitization of the pupils by teachers on the consequences of unwanted attitude terminates behavioural problems while 46 respondents representing 20 percent were neutral. It implies that regular sensitization of the pupils by the teachers on the consequences of unwanted attitude terminates behavioural problems. 214 respondents representing 93 percent agreed that placing a pupil with behavioural problem in a group or class helps him to overcome negative reactions while 16 respondents representing 7 percent disagreed. It implies that placing a pupil with behavioural problem in a group or class helps him to overcome negative reactions.

### Testing of Hypothesis

#### Hypothesis 1

There is no significant gender difference in the opinion of the respondents on the effects of behavioural problems among pupils of primary schools in Kaduna metropolis.

Table 3 Summary of Independent Sample t-test on the Effects of Behavioural Problems

Programmes	N	Mean	S D	t calculated	t critical	Df	Sig (p)
Male	124	26.1613	4.09121	6.273	1.96	228	.000
Female	106	23.0094	3.42399				

Result of the independent t-test statistics shows that there is a significant difference between male and female primary school teachers on the effects of behavioural problems among pupils in Kaduna Metropolis. This is because the t-calculated value of 6.273 is more than the table value of 1.96. Also, the mean score of male teachers of 26.1613 is higher than the mean score of female teachers of 23.0094 shows that there is a significant difference between the opinions of male and female primary school teachers on the effects of behavioural problems among

primary school pupils in Kaduna Metropolis. Therefore the null hypothesis which states that there is no significant difference in the opinion of the respondents on the effects of behavioural problems among primary school pupils in Kaduna Metropolis is rejected meaning that there is a significant difference between male and female teachers in favour of male teachers on the effects of behavioural problems among primary school pupils in Kaduna Metropolis.

### Hypothesis 2

There is no significant gender difference in the opinion of the respondents on the implication of teachers' effectiveness in public primary schools in Kaduna metropolis.

Table 5 Summary of Independent Sample t-test on the Implication of Teachers' Effectiveness.

Programmes	N	Mean	S D	t calculated	t critical	Df	Sig (p)
Male	124	27.3790	2.70679	-2.861	1.96	228	.005
Female	106	28.3774	2.55400				

Result Result of the independent t-test statistics showed that there is a significant difference between the opinion of male and female primary school teachers on the implication of teachers' effectiveness in public primary schools in Kaduna Metropolis. This is because the t-calculated value of -2.861 is more than the table value of 1.96. Also, the mean score of male teachers of 27.3790 is less than the mean score of female teachers of 28.3774 showed that there is a significant difference between male and female primary school teachers on the implication of teachers' effectiveness in primary school in Kaduna Metropolis. Therefore the null hypothesis which states that there is no significant difference in the opinion of the respondents on the implication of teachers' effectiveness in primary schools Kaduna Metropolis is rejected meaning that there is a significant difference between male and female teachers in favour of female teachers on the implication of teachers' effectiveness in primary schools in Kaduna Metropolis.

### Discussion

Hypothesis one which states that there is no significant gender difference in the opinion of the respondents on the effects of behavioural problems among pupils of public primary schools in Kaduna metropolis was tested using independent sample t-test. The result showed that there was a significant difference between male and female primary school teachers on the effects of primary school pupils' behavioural problems in Kaduna Metropolis.

Hypothesis two which states that there is no significant gender difference in the opinion of the respondents on the implication of teacher's effectiveness in public primary schools in Kaduna metropolis was tested using independent sample t-test. The result indicated that there was a significant difference between male and female primary school teachers on the implication of teachers' effectiveness in public primary schools in Kaduna Metropolis.



Hypothesis three which states that there is no significant difference in the ways in which male and female teachers treat behavioural problems among pupils of public primary school in Kaduna metropolis was tested using independent sample t-test. The result revealed that there was a significant difference between the opinion of male and female primary school teachers on teachers' effectiveness and pupils' behavioural problems in public primary schools in Kaduna Metropolis.

## Conclusion

Learners' behavioural problems involve any deviation from the expected behaviour patterns typical for children of primary school age and are threat to the smooth running of the affective teaching and learning process as it was established in this study. In this regards, teacher's effectiveness to a greater extent, determine the success of the entire teaching and learning process and provide adequate understanding concerning the teaching, the learning process as well as the learners psychological, sociological and physiological make ups. Therefore, teachers have greater roles in treating pupils' behavioural problems so as to achieve the attainment of educational goals especially at basic level. However, this can only be possible through effectiveness of teachers in discharging their responsibilities accordingly so as to minimize if not eradicate most of the behavioural problems among pupils.

## Recommendations

The following recommendations were made as the way forward:

1. Parents should be very observant by watching their children at home and if they notice any strange behaviour, it should be corrected and reported immediately to appropriate elder at home or to the teacher in the school.
2. Teachers should be very observant by watching their pupils in school and if they notice any strange behaviours, it should be corrected and reported immediately to appropriate authority.
3. Problems like fighting; stealing, lies, nail biting, and angry responses and the usage of abusive languages should be treated as major offences whereby proper corrective punishment should be applied to such behaviours among pupils both in school and at home.
4. Parents should care for and protect their children at home by providing all their basic needs and create more time to play with them and monitor the types of movies and films they watched during their independent time.
5. Teachers should also care and show love and affections to the pupils in their classes so as to enhance good relationship and more conducive friendly environment for them to thrive academically and socially.
6. Teachers should also stop some pupils from bullying other pupils in the classrooms so as to influence effective learning in the class.

7. Praise and rewards should be used by teachers so that pupils will be motivated to do what is right at all time even at home or in the school.
8. Both the parents and teachers should try as much as possible to display moral behaviours in and around their children environment such as punctuality to the classrooms, avoid staying late outside the house, unnecessary arguments during discussions at home or in the class, fighting or quarrelling with one another or use of abusive words and bad facial expressions at all time.
9. Appropriate home works should be given to pupils by teachers from the school and appropriate support by the parents should also be accorded at home so that their children will be able to display appropriate attitude and behaviours in the school, at home and at the community at large. References

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Azeez Adeyinka Najeem is Principal Lecturer in Primary Education Studies, Federal College of Education, Zaria, Kaduna State.