Behaviour Problems Of Adolescents And Common Disciplinary Measures Used By Classroom Teachers: The Counselling Implications

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ABSTRACT
The paper is an investigation into disciplinary measures used by classroom teachers to correct behaviour problems of adolescents and the counselling implications. The design is a descriptive survey. Questionnaire for Types of Punishment Used by Classroom Teachers (QTPUCT) designed by the researchers was used to collect data. Two research questions guided the study. A sample of 306 teachers was randomly selected to participate in the study. The result reveal suspension, weeding, picking papers, kneeling down, raising hands and frog jump as types of punishment used by teachers to correct behaviour problems. The data collected were analyzed using frequency counts and percentages. Recommendations made include the use of positive reinforcement for value reorientation of students to reduce behaviour problems of adolescents.

Keywords:

INTRODUCTION
Disciplinary measures form part of a teachers’ classroom management plan and should always be proportionate to the nature of the behaviour. They are best employed in combination with support measures to identify and address cases of the behaviour.

Teachers in the schools are faced with different types of behaviour problems exhibited by adolescents. The adolescents are exposed to a lot of values in this era of technological advancement making them to get involved in different behaviour problems.

Adolescent is from the Latin word adolescere, meaning ‘to grow up’. Adolescence is a transitional stage of physical and psychological human development that generally occurs during the period from puberty to legal adulthood (Adolescence, 2014). The period of adolescence is mostly associated with the teenage years. Adolescents are young people between the ages of 10 and 19 years (Adolescent health, 2014). There have been some characteristics associated with adolescence. They include rapid physical and mental development which predisposes them to a lot of challenges related to adjustments of physiological and emotional demands. The adolescents can easily be influenced by peer relationship in school because they want to feel belonging. This attendant influence is what brings in the issue of values in the life of the
adolescents leading to behaviour problems. These values may be positive, as cleanliness, freedom, or education, or negative, as cruelty, crime or blasphemy. They have major influence on a person’s behaviour and attitude and serve as broad guidelines in all situations. It is the departure from the positive values that constitute behaviour problems of adolescents which is a real challenge to parents, teachers and society.

Behaviour in simple term is seen as a response of an individual or group to an action, environment, person, or stimulus. It is a range of actions and mannerisms made by individuals, organisms, systems, or artificial entities (Martin and Pear, 2014). It is also defined as anything that a person says or does. Thus, it is the way in which one acts or conducts oneself, especially towards others.

**Problem behaviour**

This is behaviour that is socially defined as a problem, a source of concern, or undesirable by the social or legal norms of conventional society and its institutions of authority.

At one time or another, every teacher experiences difficulty in trying to remedy an individual student’s behaviour problem. They make use of classroom-focused interventions to decrease student’s problematic behaviour by altering or removing factors that trigger them. Students exhibit all kinds of problem behaviour that warrant the use of disciplinary measures appropriate aimed at correcting such behaviours. Different measures are being devised and adopted to correct behaviour problems which need to be investigated.

Counselling is a helping relationship and a talking cure in which the counsellor assists the counsellee in a person-to-person relationship to achieve his/her desired goal by maximising his/her potentials. According to Fuster (2000) counselling helps normal people to have a deeper self-knowledge, a change of attitude, a modification of self-perception and a modification of the perception of others. The behaviour problems of adolescents are a serious cause of challenge to parents at home and teachers in the schools and counsellors as well.

Behavioural problems can be curbed by the assistance of guidance counsellors through some techniques of behaviour modification (Akinade, 2012). So values that are negative need the attention of counsellors who are change agents for the best. It is against this backdrop that this paper sought to investigate disciplinary measures used by classroom teachers to correct adolescent behaviour problems.

**Purpose of study**

The purpose of this study is to assess the common disciplinary measures used by classroom teachers and their implication to normal development.

**Research Questions:**

1. What are the behavioural problems of students that affect their values?
2. What types of punishment are given as disciplinary measures?

**METHODOLOGY**

**Design of the study**

The research design for this study is the descriptive survey. The descriptive survey is chosen because of its suitability to this study. The reason being that a descriptive survey first determines and then describes the way things are. It is non-experimental in nature and is concerned with the present and describes what is (Baumgartner, Strong & Hensley, 2002). Since this study is only looking at what obtains to stress its implication on adolescents development; it is necessary to use the descriptive survey.

**Population**

The population for this study consists of 1500 teachers in 70 Primary Schools in Makurdi Metropolis, Nigeria

**Sample and sampling**

A simple random sample of 306 teachers was drawn from this population using Ted, Clinton & Larry, (2002) sample frame.
Instrument for Data collection:
Questionnaire for Types of Punishment Used by Classroom Teachers (QTPUCT) designed by the researchers was used to collect data. The instrument was made of two sections A and B. Section A was the personal data while B was about the behavioural problems and types of punishment given.

Validation of Instrument:
The QTPUCT was validated by two Counselling Psychologists. The items that were not too clear had to be rephrased to enable the respondents tick appropriately.

Reliability of the Instrument:
The instrument was tested to ensure it is reliable for data collection. The reliability is 0.71.

Method of Data Collection:
The questionnaires were administered and collected from the respondents by the researchers. There respondents were instructed to tick their responses. Thereafter, the QTPUCT were sorted out.

Method of Data Analysis:
The data collected were analyzed using frequency counts simple percentages. Percentage responses for items that scored above 50% were selected and used to answer the research questions.

RESULTS
The results of the data analysis are presented in Tables 1 and 2.
Table I gives the summary of the analysis of data answering Research Question 1.

Table 1: The percentage of responses to behavioural problems

<table>
<thead>
<tr>
<th>Problems</th>
<th>Number of responses</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stealing</td>
<td>55</td>
<td>1.8</td>
</tr>
<tr>
<td>Lying</td>
<td>207</td>
<td>67.6</td>
</tr>
<tr>
<td>Noise making</td>
<td>300</td>
<td>98.0</td>
</tr>
<tr>
<td>Late coming</td>
<td>103</td>
<td>33.7</td>
</tr>
<tr>
<td>Absenteeism</td>
<td>250</td>
<td>81.7</td>
</tr>
<tr>
<td>Failure to do homework</td>
<td>305</td>
<td>99.7</td>
</tr>
<tr>
<td>Wrong uniform</td>
<td>270</td>
<td>88.2</td>
</tr>
<tr>
<td>Lack of books</td>
<td>302</td>
<td>98.7</td>
</tr>
<tr>
<td>Failure to pay school fees</td>
<td>290</td>
<td>94.8</td>
</tr>
</tbody>
</table>

Table 1 shows that Lying was ticked by 67.6% of the respondents, Noise making by 98.0%, Absenteeism by 81.7%, Failure to do homework by 99.7%, Wrong uniform by 88.2%, Lack of books by 98.7% and Failure to pay school fees was ticked by 94.8%. So, these are the behavioural problems of the students.

Table 2 gives the summary of the analyses of data answering Research Question 2

Table 2: Analysis of responses on types of punishment given to adolescents

<table>
<thead>
<tr>
<th>Punishment types</th>
<th>Responses</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flogging</td>
<td>15</td>
<td>4.9</td>
</tr>
<tr>
<td>Slapping</td>
<td>10</td>
<td>3.3</td>
</tr>
<tr>
<td>Insults</td>
<td>20</td>
<td>6.6</td>
</tr>
<tr>
<td>Knocking</td>
<td>6</td>
<td>2.0</td>
</tr>
<tr>
<td>Suspension</td>
<td>260</td>
<td>85.0</td>
</tr>
<tr>
<td>Weeding</td>
<td>200</td>
<td>65.4</td>
</tr>
<tr>
<td>Picking papers</td>
<td>301</td>
<td>98.4</td>
</tr>
<tr>
<td>Kneeling down</td>
<td>290</td>
<td>94.8</td>
</tr>
<tr>
<td>Raising hands</td>
<td>299</td>
<td>97.7</td>
</tr>
<tr>
<td>Frog jump</td>
<td>222</td>
<td>72.5</td>
</tr>
</tbody>
</table>
Table 2 indicates that suspension, weeding, picking papers, kneeling down, raising hands and frog jump each scored over 50%. This shows that they are the types of disciplinary measures used by classroom teachers.

Behavioural problems showing negative values among adolescents with percentage responses above 50% are Lying, Noise making, Absenteeism, Failure to do homework, Wrong uniform, Lack of books and Failure to pay school fees. This gives the answer to research question 1 on the behavioural problems of students that affect their values.

The various types of disciplinary measures used by classroom teachers with responses above 50% are Suspension, Weeding, Picking papers, kneeling down, Raising hands and Frog jump. This gives the answer to research question 2 on types of punishment given as corrective measures.

DISCUSSION OF FINDINGS
The findings showed that Lying, Noise making, Absenteeism, Failure to do homework, Wrong uniform, Lack of books and Failure to pay school fees are the behavioural problems of students that affect their values. These values are negative ones which need the attention of counsellors as a matter of urgency. For according to Fuster (2000) counselling helps normal people to have a deeper self-knowledge, a change of attitude, a modification of self-perception and a modification of the perception of others.

The study also revealed Suspension, Weeding, Picking papers, kneeling down, Raising hands and Frog jump as the types of punishment given as corrective measures. This is in line with some techniques of behaviour modification (Akinade, 2012). Behaviour modification techniques are based on the principles that most human behaviour is learned and can therefore be unlearned. So the undesirable ones or those with negative values are modifiable. This is where the important viewpoint and role of counsellors come into play. The counsellor by virtue of the training as a professional knows the different strategies to use against negative values of adolescents. These strategies include the different guidance services such as orientation, information, appraisal, follow-up in individual or group counselling.

CONCLUSION
Types of disciplinary measures used by classroom teachers and counselling implications were investigated. The behaviours that are viewed as negative values or undesirable were revealed through the study. These were viewed as behavioural problems by over 50% of the teachers whose responses were analysed. The types of punishments given by the teachers were also shown. Counselling was believed and explained to be capable of bringing about positive values or desirable behaviour in adolescents.

COUNSELLING IMPLICATIONS:
Orientation service which is one of the guidance services in counselling should be organised for all new students at the beginning of each session by the school counsellors. The school counsellor should ensure that each student is provided with a copy of the rules and regulations by the school administration. The rules and regulations should have the various punishments for offences.

Parents and guardians should be made to read and sign the rules and regulations in order to be able to encourage their children or wards to cultivate positive values. The subject on moral instructions should be brought back to the schools.

Guidance and counselling should be allotted a period on the time-table. This will enable counsellors go from class to class to give counsel to students.

Counsellors should courage prizes for well-behaved students. Apart from punishment (negative reinforcement), positive reinforcement in form of rewards should be used to encourage and sustain desirable behaviour or positive values in adolescents.

RECOMMENDATIONS:
Based on the findings of this study, it is recommended that

1. Classroom Teachers should refer students with behavioural problems to the school counsellor.
2. The disciplinary measures used by classroom teachers and nature of offences should be written and pasted in the classroom as reminders to the students.

REFERENCES