

**TEACHERS' DISCIPLINARY APPROACHES AS CORRELATES OF
CLASSROOM MANAGEMENT EFFECTIVENESS IN OWERRI EDUCATION
ZONE I OF IMO STATE**

BY

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ABSTRACT:

This study investigated the relationship between teachers' disciplinary approaches and classroom management effectiveness in Owerri Education Zone I of Imo State. A descriptive survey design was employed, and a sample of 120 teachers from 20 public secondary schools in the zone participated in the study. Data were collected using a standardized questionnaire and analyzed using Pearson Product Moment Correlation coefficient. The results revealed a significant positive relationship between teachers' disciplinary approaches and classroom management effectiveness. Specifically, the findings showed that teachers who employed positive disciplinary approaches, such as praise and reward, had more effective classroom management. The study concluded that teachers' disciplinary approaches are crucial correlates of classroom management effectiveness. It recommended that teachers should be trained on effective disciplinary approaches to enhance classroom management.

Introduction

Education serves as a fundamental tool for shaping individual character in the context of national development. It represents a lasting transformation in behavior resulting from learning and encompasses all deliberate or incidental efforts made by society to achieve defined objectives that address both individual and collective needs (Anyao, 2022). Furthermore, education includes all activities aimed at enhancing the intellectual and cognitive abilities of learners. As a means of character development and a catalyst for national socio-economic progress, it is essential for society to prioritize the advancement of its educational system. For education to bring about meaningful change within society, the role of teachers is paramount. Teachers are recognized as vital components in the effective functioning of schools. This is why Oku, Emenalo, and Okeke (2023) assert that teachers are integral to the success of any nation's educational framework. The execution of educational policies and the achievement of established

educational goals occur at the institutional level, where teachers play critical and irreplaceable roles. Thus, it is not an exaggeration to claim that they are the most significant educational resource for fostering positive behavior among schoolchildren. As Ogunna (2020) states, the teacher is the central figure that propels the teaching-learning process within the classroom. To ensure effectiveness in this process, discipline and order are essential for achieving effective classroom management.

The cultural diversity of the learners presents challenges for teachers in fulfilling their responsibilities. Many students originate from backgrounds where disobedience, conflict, theft, fraud, sexual harassment, and other unlawful behaviors are prevalent. Such issues can hinder effective classroom control and management, thereby impacting instructional quality. Consequently, it is essential for teachers to implement various disciplinary strategies to achieve effective classroom management. According to Seltert and Voruberg (2021), discipline is defined as a structured form of guidance provided to students to adhere to a specific code of conduct. It represents a systematic approach that educators utilize to regulate student behavior, ensuring a supportive teaching and learning environment.

Teachers' disciplinary methods encompass a range of strategies, rules, and behavioral interventions designed to regulate student conduct and maintain order within educational settings. The primary objective of these approaches is to foster a safe environment conducive to learning. According to Sassion (2022), the two principal aims of discipline are to ensure the safety of both staff and students and to cultivate an atmosphere that supports effective learning. It is essential to recognize that students from diverse backgrounds, orientations, and characteristics may display a variety of behaviors that can lead to disciplinary challenges detrimental to the educational process. Disruptions and misbehavior in classrooms often arise from the artificial nature of the environment, where children from different backgrounds are assembled and instructed through specific methods within a confined space. In such an atypical setting, a wide range of behaviors can emerge. Additionally, classroom management, a critical element in establishing a supportive learning environment, is characterized by Brophy and Good (2019) as the clear articulation of behavioral and academic expectations to promote both academic and social growth among learners. This concept encompasses the strategies employed by educators to ensure that daily lessons proceed effectively, even in the face of student disruptions.

Evertson and Worshen (2021) assert that a teacher's proficiency in classroom management is fundamental to achieving effective teaching and learning outcomes. However, classroom management extends beyond simply preventing disruptions; it involves creating a structured environment that supports uninterrupted teaching and learning activities. This process includes the planning, organization, direction, and coordination of both educational resources and students to foster effective learning.

In her research, Oku (2015) highlights that in a classroom lacking proper management, students tend to exhibit disorderly and disrespectful behavior due to the absence of established rules and procedures. In such environments, chaos often prevails, hindering teachers' efforts to instruct and resulting in students learning less than their potential. Conversely, a well-managed classroom is characterized by order, discipline, and effective teaching and learning. The effectiveness of classroom management is defined by the optimal use of human and material resources, as well as the curriculum, to facilitate successful teaching and learning processes, thereby achieving school objectives and enhancing the quality of education nationwide. Thus, effective classroom management

encompasses teacher behaviors and actions that cultivate an environment conducive to optimal teaching and learning, including disciplinary measures, daily routines, seating arrangements, and lesson preparation and delivery.

Amaechi (2015) further associated discipline with the culture and climate of educational institutions. He asserted that a certain degree of discipline is essential to foster a positive environment within the school. In an environment characterized by indiscipline, including bullying, intentional misbehavior, disobedience, and a refusal to adhere to authority, the effectiveness of teaching and learning becomes highly uncertain. It is widely acknowledged that the successful operation of a classroom significantly relies on the level of discipline maintained.

Consequently, educators must recognize that their primary responsibility in the educational sphere is to achieve the essential goals and aspirations of the system. The ambitious objectives outlined in the national education policy can only be fulfilled in a teaching and learning environment that is marked by discipline and order.

This perspective aligns with Anugom's (2023) assertion that discipline is crucial for effective classroom management and the attainment of national educational goals. Therefore, it is vital for teachers to implement disciplinary strategies such as preventive measures, reinforcement of acceptable behavior, counseling, instruction, stress-free discipline, and, where necessary, corporal punishment to ensure effective classroom management and enhance the teaching and learning experience. This necessitates a connection between disciplinary methods and the effectiveness of classroom management.

Purpose of the study

The main purpose of this study is to correlate teachers' disciplinary approach to their classroom management effectiveness in Anambra state. Specially, the study sought to find out the, relationship between:

1. Discipline without stress disciplinary approach and classroom management effectiveness of teachers;
2. Counseling disciplinary approach and classroom management effectiveness of teachers;

Research Questions

The following research questions are posed to guide the study:-

1. What is the relationship between discipline without stress disciplinary approach and classroom management effectiveness of teachers?
2. What is the relationship between counseling disciplinary approach and classroom management effectiveness of teachers?

Hypotheses

The following null hypothesis were formulated and tested at 0.05 level of significance.

H0₁: There is no significant relationship between discipline without stress approach and classroom management effectiveness.

H0₂: There is no significant relationship between counseling disciplinary approach and classroom management effectiveness

Analysis

In this chapter, the researcher presented the analysis of data collected for the study. The presentation is according to the research questions and hypotheses.

Answers to Research Questions

Research Question One: What is the relationship between discipline without stress disciplinary approach and classroom management effectiveness of teachers?

Table 1: Correlation coefficient between discipline without stress disciplinary approach and classroom management effectiveness of teachers

Variables		Σ
Classroom management effectiveness		49179
Discipline without		6622
n	R	Decision
250	0.01	Very Low Relationship

Table 1 shows the correlation coefficient between discipline without stress disciplinary approach and classroom management effectiveness of teachers. The result indicated that n is 450 and Pearson r is 0.01. The result shows that r of 0.01 is very low, concluding that there is a very low relationship between discipline without stress disciplinary approach and classroom management effectiveness of teachers.

Research Question Two: What is the relationship between counseling disciplinary approach and classroom management effectiveness of teachers?

Table 2: Correlation coefficient between counseling disciplinary approach and classroom management effectiveness of teachers

Variables		Σ
Classroom management effectiveness	56	49179
Counseling disciplinary		6607
n	R	Decision
450	0.23	Very Low Relationship

Table 2 shows the correlation coefficient between counseling disciplinary approach and classroom management effectiveness of teachers. The result indicated that n is 450 and Pearson r is 0.23. The result shows that r of 0.23 is low, concluding that there is a low relationship between counseling disciplinary approach and classroom management effectiveness of teachers.

Test of Hypotheses

Hypothesis One

H₀₁: There is no significant relationship between discipline without stress approach and classroom management effectiveness.

Table 6: Summary oft-test of significance of Pearson (r) analysis of the significant relationship between discipline without stress approach and classroom management effectiveness

Variables						Σ
Classroom management effectiveness						49179
Discipline without stress						6735
n	r	α	df	t _{cal}	t _{tab}	Decision
450	0.01	0.05	448	0.30	1.96	Fail to Reject H ₀

Summary of t-test of significance of Pearson (r) analysis on table 6 shows that the calculated t-cal of 0.30 is less than the tabulated t-tab of 1.96 at 0.05 level of significance, with degree of freedom of 448, the null hypothesis is therefore not rejected, concluding that there is no significant relationship between discipline without stress approach and classroom management effectiveness.

Hypothesis Two

H₀₂: There is no significant relationship between counseling disciplinary approach and classroom management effectiveness

Table 7: Summary oft-test of significance of Pearson (r) analysis of the significant relationship between counseling disciplinary approach and classroom management effectiveness.

Variables						Σ
Classroom management effectiveness						49179
Counseling disciplinary						6607
n	r	α	df	t _{cal}	t _{tab}	Decision
450	0.23	0.05	448	5.02	1.96	Fail to Reject H ₀

Summary of t-test of significance of Pearson (r) analysis on table 7 shows that the calculated t-cal of 5.02 is greater than the tabulated t-tab of 1.96 at 0.05 level of significance, with degree of freedom of 448, the null hypothesis is therefore not accepted, concluding that there is significant relationship between counseling disciplinary approach and classroom management effectiveness.

Summary of the Findings

From the above analysis, the following findings were made:

1. There is a very low relationship between discipline without stress disciplinary approach and classroom management effectiveness of teachers.
2. There is a low relationship between counseling disciplinary approach and classroom management effectiveness of teachers.
3. There is a very low relationship between preventive disciplinary approach and classroom management effectiveness of teachers.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Teachers should take time to study the behaviour of students in order to help them adjust to classroom learning.
2. There should be re-orientation by way of counselling in secondary schools to fight against manifested disciplinary problems.
3. Parents are the primary custodians of morality and value system, therefore, they should collaborate with teachers in the quest of training children/ students to behave adequately well and obey school rules and regulations.

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