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TEACHERS' STRATEGIES FOR MANAGING STUDENTS' CLASSROOM BEHAVIORAL PROBLEMS IN SECONDARY SCHOOLS IN ONITSHA NORTH LOCAL GOVERNMENT AREA OF ANAMBRA

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ABSTRACT

The study investigated the teachers' strategies for managing students's classroom behavioral problems in secondary schools in Onitsha North Local Government Area of Anambra State. Three research questions guided this study and a descriptive research design was adopted. The population comprised 478 secondary school teachers in 28 secondary schools in Onitsha North Local Government Area of Anambra State from which 224 were drawn as sample using a simple random sampling technique. Teachers' Strategies for Managing Students' Classroom Behavioural Problems Questionnaire (TSMSCBPQ) which contained 15 items designed in three clusters on a 4-point scale of very high extent-VHE (4), high extent-HE (3), low extent –LE (2) and very low extent-VLE (1) was used as the instrument for data. It was validated by two experts from the Department of Educational Management and Policy and one from Measurement and Evaluation in the Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe University Awka. The instrument's reliability was established using the Cronbach Alpha coefficient which yielded an alpha coefficient of 0.78. The data collected for the study were analyzed using a mean rating. The study found that the authoritative classroom management strategies were used to a high extent by teachers in secondary schools in Onitsha North Local Government Area of Anambra State and these have a positive effect in managing student's classroom behavioral problems. However, the study also found authoritarian and permissive classroom management strategies were used at a very low extent. The study concludes that an authoritative classroom management strategy is very efficient in managing classroom behavioral problems of students. It recommends among others that Authoritarian and permissive classroom management strategies should not be adopted in managing behavioral problems in secondary schools as it has a lot of shortcomings that might hinder the growth of students. Therefore, the use of authoritative management strategies should be intensified.

Keywords: Teachers, Strategies, Management, Behavioral problems and secondary

Introduction

Education is an instrument of social transformation and the acquisition of skills and knowledge for life improvement and enhancement of socio-economic contributions in society. Education is the act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally preparing oneself or others intellectually for the future (Chazan, 2022). It is regarded as the vehicle for cultural transmission which brings about a positive behavioral change. For Singh (2015), education originated out of the need for cultural heritage transmission from one generation to the next. Also, Alhassan (2013) opined that education is expected at any level to influence the behavior of those experiencing it.

The expectations and objectives of education are normally accomplished in the classroom using a well-planned curriculum through effective classroom management strategies. Due to the arduous task presented to teachers in the form of child socialization and education, it is pertinent that while on the task, orderliness should exist and persist in classrooms and the school environment. This orderliness according to Abu (2015) can be achieved and maintained through the enthronement of discipline in schools and this discipline can only be achieved through strategic management practices by teachers. Lack of orderliness in the classroom is regarded as a student's classroom behavioral disorder.

Students' classroom behavior disorder or problem is any activity by students that causes distress to the teacher and disturbs the learning process (Arbuckle & Little, 2014). They are inappropriate behaviors that violate the right of a teacher to teach and students' right to learn which include talking while the teacher is teaching, distracting the attention of other students, refusing to follow teachers' instructions, or exhibiting aggressive behavior. It could be violent and confrontational or non-violent and non-confrontational such as fighting with objects in class, teacher harassment and molestation in class, threatening other students, listening to music in the class, chewing gum in the classroom, answering/making phone calls in the class, truancy, late coming to class and leaving the class at will. Alhassan (2020) in his study, identified nine types of behavioral problems among students and these include aggression, self-failure, fighting with others, interfering in others' work, damage to other student's property, bullying, running around the class, vandalism, and damage furniture of the classroom. It could be seen in acts such as disruptive talks, chronic avoidance of work, disturbing teaching activities, clowning, harassing and insulting fellow students verbally, interacting with teachers rudely, hostility, and defiance. According to Ding and Kulm (2018), it includes verbal, physical, or emotional bullying, disobedience towards teachers, impudence, lacking concentration, daydreaming, laziness, late coming and early leaving of classes, racking of jokes, isolation, chatting and out of turn talking or running of commentaries in class. Others include the use of inappropriate language or difficulty with transitions (e.g., from recess to classwork), Lack of self-control (e.g., impulsive behavior), disorganization (difficulty with materials or assignments), and withdrawal from class activities or

social interactions. Teachers must be aware of these classroom behavioral problems that students display to be the best position to handle them. Temitayo, Nayaya, and Lukman (2013) have it that students' classroom misconduct interferes with teaching and learning and is believed to be a precursor to later school dropout and similar negative social outcomes; hence students' behavioral problems are also taken to be a leading cause of teacher stress and attrition. Thus, there is a need for teachers to put in the necessary strategies to manage their classrooms very well to curb indiscipline.

To deal with the disruptive behaviors of students, teachers need to adopt relevant classroom management strategies. Classroom management is considered a process through which teachers maintain and create good behavior in the classroom for a student's response approach for appropriate teaching and learning to occur. Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. Classroom management is the process teachers use to ensure that classroom lessons run smoothly without disruptive behavior from students compromising the delivery of instruction. It includes the prevention of disruptive behavior preemptively, as well as effectively responding to it when it occurs. Such disruptions may range from normal peer conflict to more severe disturbances of the social class dynamics, such as bullying among students which makes it impossible for the affected students to concentrate on their school work and result in a significant deterioration of their school performance (Burger, 2022). Classroom management can be explained as the actions and directions teachers use to create a successful learning environment. For Dink (2013), Classroom management can be attributed to a series of tools or procedures that an instructor uses to provide an organized class for learning. Effective and efficient management of the classroom for positive learning outcomes is largely dependent on the ability of the teacher to apply high-level discipline, motivation, time management, and communication skills. According to Nwankwo, Omebe, and Anikanezie (2019), managing classrooms means more than avoiding chaos in the classroom but establishing a routine that enables learning activities to proceed smoothly. These routines are collectively attributed as classroom strategies.

Classroom management strategies therefore are the procedures and practices that the teacher adopts for an effective and efficient classroom organization. According to Asiyai (2011), classroom management strategies are the tactics and strategies a teacher employs in the classroom for a better teaching and learning experience. These strategies could be seen in proper classroom organization and seating arrangements, instructional procedure organization through interactive communication in both verbal and non-verbal procedures, provision of participatory and feedback-oriented classrooms, application of reinforcement and motivational techniques, and adoption of the carrot and stick principle. These will ensure total control and a well-organized classroom with proper decorum for teaching and learning. For, Ezenwa (2013) classroom management strategies are the tactics or

methods adopted by the teacher to ensure decorum in the classroom and thus create a healthy and conducive atmosphere for learning. Therefore, classroom teachers must be abreast of these procedures, techniques, and practices and apply them in their classes. These strategies will aim at an engaging classroom while eliminating behavioral problems associated with students in the classroom. According to Prajakta (2022), there are four major types of classroom management strategies. These are Authoritarian classroom management strategies, authoritative classroom management strategies, permissive classroom management strategies, and indulgent classroom management strategies.

Authoritative classroom management strategy is an approach that combines warmth, sensitivity, and respect for students' autonomy with clear boundaries, high expectations, and a focus on academic achievement. Authoritative management strategy creates a positive and inclusive classroom environment, sets clear expectations and consequences, encourages student participation and engagement, provides emotional support and validation, fosters a sense of community and mutual respect, encourages student autonomy and decision-making, provides clear guidance and feedback, hold high expectations for student behavior and achievement, are flexible and adaptable, and offers a continuously reflective and improvement practices, value students' input. If a student has feedback regarding class rules or ideas to improve the learning environment, the teacher will graciously accept the suggestions and make changes as they see fit (Adekoya, Obi, Ajadi & Monday, 2020). This approach is associated with positive outcomes, including improved student behavior and engagement, increased academic achievement better social skills and relationships enhanced student motivation and self-esteem, and reduced misbehavior and discipline problems. Authoritative classroom management is distinct from authoritarian (strict and punitive) or permissive (lax and indulgent) approaches, as it strikes a balance between warmth and structure, creating a supportive and productive learning environment.

Authoritarian classroom management strategy refers to a method of classroom management where a teacher applies complete control over their classroom. Authoritarian teachers create a highly structured learning environment with a strong emphasis on rules (Nworie, 2019). They expect undisputed compliance from their students and do not tolerate inappropriate behavior in the classroom. Authoritarian classroom management strategies are characterized by a strict, rigid, and punitive approach, often relying on rewards and punishments to control student behavior. Some common authoritarian attributes include: strict rules and punishments, lecturing and scolding, public reprimands and humiliation, rewards for compliance (e.g., stickers, stars), punishments for non-compliance (e.g., detention, loss of privileges), limited student autonomy and decision-making, teacher-centered approach, with little student input, emphasis on obedience and compliance over understanding and learning, use of physical proximity and intimidation, focus on maintaining order and discipline over fostering a positive learning environment.

While authoritarian strategies may maintain short-term order, they can have negative long-term consequences, including, student disengagement and rebellion, fear and anxiety, decreased motivation and self-esteem, lack of development of critical thinking and problem-solving skills, increased misbehavior, and discipline problems. It's important to note that authoritarian approaches can be harmful and are not recommended in modern educational settings, where student-centered and inclusive approaches are preferred.

A permissive and indulgent classroom management strategy is a laissez-faire, non-punitive, and structured strategy that is completely student-oriented. It is characterized by a lenient, indulgent, and non-structured approach, often prioritizing student freedom and autonomy over academic rigor and discipline. Some common permissive attributes include minimal rules and consequences, lack of clear boundaries and expectations, overemphasis on student autonomy and self-regulation, limited teacher intervention and guidance, focus on student happiness and self-esteem over academic achievement, tendency to avoid conflict and difficult conversations, frequent use of praise and positive reinforcement, inconsistent enforcement of rules and consequences, emphasis on student enjoyment over learning and academic rigor, teacher acts more like a friend than an authority figure. Adelowo (2021) opined that students have too much freedom, resulting in a disorderly and unproductive learning environment. With the permissive classroom being so non-punitive and lacking structure, students often take control of it with little to no challenge from the teacher. While permissive approaches may promote a positive and relaxed classroom atmosphere, they can also lead to a lack of accountability and responsibility, disorganization and chaos, decreased academic achievement and rigor, increased misbehavior and disrespect, difficulty in managing classroom dynamics, and students may struggle with self-regulation and boundaries. It's important to strike a balance between being supportive and setting clear expectations, as overly permissive approaches can be detrimental to student's academic and personal growth.

In Nigeria, classroom management practices are intended for teachers to provide the necessary support to ensure that students are learning and are of good and acceptable moral conduct. But if the teachers lack these abilities, control, and order that enhance educational outcomes, teaching and learning will be inhibited and various anti-social behaviours be exhibited among students. Thus, classroom management practices are a crucial part of teachers' success in creating a safe and effective learning environment for students quality education and overall behaviours. Therefore, it is paramount that teachers know how to use and apply classroom management strategies that will allow and help students learn as well as improve them morally and academically. It is against this background that this present study aims to investigate teachers' strategies for managing students' classroom behavioral problems in secondary schools in Onitsha North Local Government Area of Anambra State.

Statement of the problem

Indiscipline and other anti-social behaviors are common problems found to be prevalent among secondary school students in Onitsha North Local Government Area of Anambra State. To manage these classroom behavioral problems, some management strategies are required by the teachers. Effective classroom management strategies have been extensively emphasized at educational seminars and workshops organized by the Post-Secondary School Service Commission in the state for secondary school teachers with efforts aimed at bringing and equipping teachers with relevant knowledge and skills that will bring about lasting solutions to managing classroom behavioral problems in secondary schools. In most cases, classroom teachers use verbal instruction in managing the class, also some teachers appoint some students to different levels of class leadership to maintain order and discipline. Despite all these in many public school secondary schools in the state one witnesses an uncomfortable level of unruly behaviors of the students in the class and on the school premises. This is very disturbing to the extent that some teachers seem to very indolent or tired of these behavioral problems in their class which is affecting the greater time of teaching and learning resulting in less academic achievement and curriculum coverage. Not only has that been the case, but it also brought about a bad image of the students and the school as well. It is against this backdrop that the researcher is investigating teachers' strategies for managing students' classroom behavioral problems in secondary schools in Onitsha North Local Government of Anambra State.

Purpose of the Study

The general purpose of this study is to investigate teachers' strategies for managing classroom behavioral problems in secondary schools in Onitsha North Local Government Area of Anambra State. Specifically, this study will:

1. Ascertain the extent of authoritative classroom management strategies are used for managing students' behavioral problems in secondary schools in Onitsha North Local Government Area of Anambra State.
2. Investigate the extent of the use of authoritarian classroom management strategies for managing students' behavioral problems of students in secondary schools in Onitsha North Local Government Area of Anambra State.
3. Examine the extent permissive classroom management strategies are used in managing students' behavioral problems in secondary schools in Onitsha North Local Government Area of Anambra State.

Research Questions:

1. To what extent are authoritative classroom management strategies used in managing students' behavioral problems in secondary schools in Onitsha North Local Government Area of Anambra State?
2. To what extent are authoritarian classroom management strategies used in managing students' behavioral problems in secondary schools in Onitsha

North Local Government Area of Anambra State?

3. To what extent are permissive classroom management strategies used in managing students' behavioral problems in secondary schools in Onitsha North Local Government Area of Anambra State?

Research Method

The study adopted a descriptive survey research design. The population comprised 478 secondary school teachers in 28 secondary schools in Onitsha North Local Government Area of Anambra State from which 224 were drawn as sample using a simple random sampling technique. The researcher developed a questionnaire titled Teachers' Strategies for Managing Students' Classroom Behavioural Problems Questionnaire (TSMSCBPQ) which contained 15 items designed in three clusters on a 4-point scale of very high extent-VHE (4), high extent-HE (3), low extent –LE (2) and very low extent-VLE (1) was used as the instrument for data collection. The instrument was validated by three experts, two from the Department of Educational Management and Policy and one from Measurement and Evaluation in the Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe University Awka. The instrument's reliability was established using the Cronbach Alpha coefficient which yielded an alpha coefficient of 0.78. The data collected for the study were analyzed using a mean rating. Any item whose mean score is above the mean benchmark of 2.50 was regarded as high extent while those with a mean score below the mean benchmark of 2.50 were considered low extent. The questionnaires were administered to the respondents by the researcher with the aid of two research assistants, and the 220 copies administered were retrieved and used for data analysis showing a 98% return rate.

Presentation of Results

Table 1: Mean rating on the extent of the use of authoritative classroom management strategies for managing students' behavioral problems in secondary schools in Onitsha North Local Government Area

S/N	ITEMS	VHE	HE	LE	VLE	ΣFX	N	X	DECISION
1.	Students are given room to interact and carry out other activities according to the rules of the teacher	492	240	18	8	758	220	3.44	**ACCEPT**
2.	Students are thought to coordinate themselves and avoid anti-social behaviors.	720	39	14	20	793	220	3.60	**ACCEPT**
3.	Students are punished when they go against the rules set by the teacher and rewarded when they do good	400	288	38	5	731	220	3.30	**ACCEPT**
4.	Students are given room for suggestions on classroom matters	372	45	200	12	629	220	2.91	**ACCEPT**
5.	Students and teachers have a warm relationship	388	252	38	20	698	220	3.17	**ACCEPT**
	Total mean							**3.28**	

Table 1 shows the mean rating for the extent of the use of authoritative classroom management strategies for managing students' behavioral problems in secondary schools in Onitsha North Local Government Area. The table shows acceptance with a mean rating of 3.44 that students are given room to interact and carry out other activities according to the rules the teacher set up in an authoritative classroom management strategy. The table also shows acceptance with a mean rating of 3.60 that students are thought to coordinate themselves and avoid anti-social behaviors. The table further shows acceptance with a mean rating of 3.30 that students are punished when they go against the rules set by the teacher and rewarded when they do well in authoritative classroom management strategies. The table also shows acceptance with a mean rating of 2.91 that students are given room for suggestions on classroom matters in an authoritative classroom management strategy. Lastly, with a mean of 3.17, the table shows an acceptance that students and teachers have a warm relationship in authoritative classroom management strategy. The overall mean rating of 3.28 indicates that teachers to a high extent use of authoritative classroom management strategy in managing classroom behavioral problems among students in secondary schools in Onitsha North Local Government Area of Anambra State.

Research Question 2: To what extent are authoritarian classroom management strategies used in managing students' behavioral problems in secondary schools in Onitsha North Local Government Area of Anambra State?

Table 2: Mean rating on the extent of the use of authoritarian classroom management strategies for managing students' behavioral problems of students in secondary schools in Onitsha North Local Government Area

S/N	ITEMS	VLE	HE	LE	VLE	ΣFX	N	X	DECISION
11.	Students are not given room to interact with colleagues	24	27	166	122	339	220	1.54	**REJECT**
12.	Student opinion does not matter in class activities only that of the teacher	36	24	86	160	258	220	1.39	**REJECT**
13.	Students are punished severely when they go against the rules set by the teacher	164	87	126	87	464	220	2.10	**REJECT**
14.	Students are given rigid rules to live by in classrooms	128	21	148	107	404	220	1.83	**REJECT**
15.	Teachers have the ultimate power and are not open to suggestions from students	48	18	80	162	308	220	1.40	**REJECT**
	GRAND MEAN SCORE							**1.65**	**Rejected**

Table 2 shows rejection with a mean rating of 1.54 that students are not given room to interact with colleagues in an authoritarian classroom management strategy. The table also shows rejection with a mean rating of 1.39 that student opinion does not matter in class activities only that of the teacher in an authoritarian classroom

management strategy. The data in the table with a mean rating of 2.10 further shows rejection that students are punished severely when they go against the rules set by the teacher. Rejection is further shown with a mean rating of 1.83 that students are given rigid rules to live by in classrooms in an authoritative classroom management strategy. The table furthermore shows rejection in the respondents with a mean rating of 1.40 that the teacher has the ultimate power and is not open to suggestions from students in an authoritarian classroom management strategy. Table 2 above shows an overall mean rating score of 1.65 implying that the authoritarian classroom management strategy is used to a very low extent in managing classroom behavioral problems in secondary schools in Onitsha North Local Government Area of Anambra State.

Research Question 3: To what extent are permissive classroom management strategies used in managing students' behavioral problems in secondary schools in Onitsha North Local Government Area of Anambra State?

Table 4: Mean rating on the extent of the use of permissive classroom management strategies for managing students' behavioral problems in secondary schools in Onitsha North Local Government Area

S/N	ITEMS	VHE	HE	LE	VLE	ΣFX	N	X	DECISION
11.	Students control the majority of classroom activities	24	42	40	180	124	220	1.30	**REJECT**
12.	Teachers do not have time to correct students or punish them	32	36	106	147	321	220	1.46	**REJECT**
13	Students display high levels of anti-social behaviors	20	60	14	188	282	220	1.28	**REJECT**
14.	Students are not given rules to live by in classrooms and they are not punished for wrongdoing	76	45	30	171	322	220	1.46	**REJECT**
15	Students have the power to carry out any activity without the permission of the teacher	68	39	14	183	304	220	1.38	**REJECT**
	Grand Mean Score							**1.38**	

Table 3 shows rejection with a mean rating of 1.30 that students control the majority of classroom activities in a permissive classroom management strategy. The study also shows rejection with a mean rating of 1.46 that teachers do not have time to correct students in a permissive classroom management strategy. The study also shows rejection with a mean rating of 1.28 that students display a high level of anti-social behaviors in permissive classroom management strategy. Rejection is also shown in Table 3 with a mean rating of 1.46 that students are not given rules to live by in classrooms and are not punished for wrongdoing in a permissive classroom management strategy. Lastly, table 3 shows rejection with a mean rating of 1.38 that

students have the power to carry out any activity without permission from the teacher in a permissive classroom management strategy. The result of the responses of the respondents with a grand mean score of 1.38 which implies that permissive classroom management strategy is used to a very low extent for managing students' behavioral problems in secondary schools in Onitsha North Local Government Area.

Summary of Findings

The findings from this study are summarized that

1. Authoritative classroom management strategies are used to a high extent in managing students' behavioral problems in secondary schools in Onitsha North Local Government Area.
2. Authoritarian classroom management strategies are used to a very low extent in managing students' behavioral problems in secondary schools in Onitsha North Local Government Area.
3. Permissive classroom management strategies are used to a very low extent in managing students' behavioral problems in secondary schools in Onitsha North Local Government Area.

Discussion of findings

The findings of this study indicate that authoritative classroom management strategies were used to a very high extent in managing students' classroom behavioral problems. This above all others means that students are given room to interact and carry out other activities by the rules and regulations set out by the teacher in the class. This means that the teacher is in total control of the class at all times. In this regard, students are thought to coordinate themselves and avoid anti-social behaviors which of course have consequences and rewards. There is gain in saying that students are punished when they go against the rules set by the teacher and rewarded when they do good but it does mean an authority-conscious atmosphere. There is a teacher-student and friendly atmosphere in the class. In an authoritative strategy, students are given room for suggestions on classroom matters and students and teachers have a warm relationship. Thus, an authoritative classroom management strategy shapes students' behavior positively and is used to a very high extent by teachers in secondary schools in Onitsha North Local Government Area of Anambra State in managing students' behavioral problems. In support of this finding, Amajuoyi (2021) opined that an authoritative classroom management strategy has a positive effect on the behavioral problems of students. He said this because of the serious impact this strategy has on the character formation of the students and classroom decorum for teaching and learning. This finding was also supported by the findings of Aquuela, Faarukh, and Nisah (2021) who stated that an authoritarian classroom management strategy is an effective strategy that improves students' behavioral activities positively. This finding supports the findings of Asiya (2011) who in his study, revealed that effective classroom management techniques included among others constant engagement of students in activities, use of innovative instructional strategies by

teachers, teachers acting as models, monitoring, effective communication, stimulating classroom environment and regular use of questions during instruction. Thus, teachers' classroom management strategy is supposed to be a powerful motivator of student's learning.

Another finding of this is that authoritarian classroom management strategies are used to a very low extent by teachers in managing classroom behavioral problems. This is so because the authoritarian management strategy does not support student self-discovery because it is coached on a teacher-centered approach where students are seen and not heard. The characteristics of this approach are that it is very strict and rigid and often very punitive. It relies most often on punishments and rewards to control the class. It does not give students room to interact with colleagues in the class as they are afraid to express themselves as it lacks the student-supportive principles of classroom management. This finding, however, agrees with the findings of Ogbeche and Adie (2022) who found that poor or lack of supportive classroom management can affect or bring about disruptive behavior among pupils in school. This also implies that in as much as teachers must apply classroom management that drives discipline and improves students' behaviors, effective management strategies and a positive supportive discipline climate should be encouraged in schools to help pupils overcome the problem of disruptive behaviors in classes. In another vein, when students are always treated harshly or given strict punishment for little offense, such students may begin to display other anti-social behaviors like beginning to hide things from the teacher for fear of being punished. Also, the use of authoritarian classroom management may deprive students of living their talents and creativity to the fullest for fear of going against the teacher's rule which may result in punishment. This strategy leads to student disengagement and rebellion, anxiety decreased motivation, and low self-esteem. According to Romano (2011), opined that students thrive better in an environment where they are accepted. When students feel less secure they tend to withdraw and that increases their anti-social behavior. It is important to note that authoritarian strategies can be harmful and are not recommended in modern educational management where student-centered and inclusive approaches are preferred.

It was also found that permissive classroom management strategies were used by teachers in secondary schools in Onitsha North Local Government Area of Anambra State to a very low extent. The findings of this study are in agreement with Bihanu (2017) in his study on assessing secondary school teacher's perception of the management of classroom misbehaviors and coping strategies to prevent, reduce, and react towards misbehaviors found that teachers who adopt and exert their authority in the class achieve student discipline than others who adopt laissez-faire attitude in classroom management control. It is stated that a permissive management strategy is excessively lenient, and non-structured and often prioritizes student freedom and autonomy over academic rigor and discipline. It heavily emphasizes and focuses on student free will which results in difficulty in managing classroom dynamics.

However, we know that the more students are monitored and coordinated in their classroom activities through effective classroom management strategies, the more they are likely to do better academically. The findings of this study further corroborate the opinion of Agu (2018) who opined that a lack of teachers' involvement in students' classroom activities leads to lots of freedom for students and in the long run, leads to classroom behavioral problems. While a permissive classroom management strategy may promote a positive and relaxed classroom atmosphere, it is important to balance being supportive and setting clear expectations, as overly permissive approaches can be detrimental to student's academic and personal growth. At all times, the teacher as the leader of instruction in the class should have total control and intervention in class and provide constant guidance instead of adopting permissive and avoidance approaches in handling classroom behavioral problems. The study of Ogbeche and Adie (2022) agreed with the findings of this study which revealed that poor or lack of classroom management can affect or bring about disruptive behavior among pupils in school. Also supporting this finding, Uchenna and Ironkwe (2021) opined that disciplinary problems are more prevalent in schools and classrooms where the teacher adopts a permissive classroom management strategy. It must be emphasized that students are to be guided and taught the right way of doing things and not to leave them at the mercy of their control where anything goes which permissive strategy is all about. Ezeanoule, Nnorom and Anyanwu (2020) are of the view that students' indiscipline hinders effective classroom management and control. Therefore students' proper strategies should be adopted to ensure that classroom behaviour problems are eliminated in all classes for teaching and learning to be profitable to the students.

Conclusion

The teacher as the leader of instruction, should understand his role and be alive to it to maximize the purpose of being the class teacher. Every class has its peculiarity and students from different backgrounds come with lots of differences from one another and all these different potentials of the students need to be harmonized for a better formation of the individual student. When adequate attention is not paid to all these potentials of the students it will lead to classroom behavioral problems or anti-social behavior. For this reason, the proper strategy should be applied in managing students' classroom behavioral problems.

From this study, we, therefore, conclude that an authoritative classroom management strategy is the best strategy to manage student's classroom behavioral problems. This approach combines warmth, sensitivity, and respect for students' autonomy with clear boundaries, high expectations, and a focus on academic achievement. This strategy is associated with positive outcomes leading to improved student behavior and engagement. This strategy is better and preferred to authoritarian strategies which are strict and punitive and permissive strategies which are lax and indulgent because they strike a balance between warmth and structure, creating a supportive and productive

learning environment. Although authoritarian strategies may maintain short-term order, they can have negative long-term consequences while overly permissive approaches can be detrimental to student's academic and personal growth rather teachers should seek for student positive behavioral intervention and support strategies that are proactive in improving student behaviour and academic performance. This will help students to focus on positive behavior and develop in them essential life skills.

Recommendations

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

1. The government should continue to intensify efforts in teacher preparation through seminars, teachers' forums, and workshops on authoritative classroom management strategies.
2. Authoritarian classroom management strategies should be de-emphasized in the classroom because it has long-term consequences.
3. Permissive classroom management strategies are detrimental to student's academic and personal growth therefore teachers should not apply them in classroom behavioral management.

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