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Students' Disruptive Behaviour And Classroom Management Practices Of Secondary Schools Teachers In Delta State, Nigeria

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ABSTRACT

This study examined students' disruptive behaviour and classroom management practices of teachers in secondary schools of Delta state, Nigeria. In a more specific terms, the study focused on how students' disruptive behaviour affects classroom management practices of secondary school teachers in terms of maximizing engagement, establishing multiple strategies for acknowledging appropriate behavior and actively supervising classroom instruction. Hence, three research questions guided the study. The study employed a descriptive survey research design. The sample for the study comprised of one thousand one hundred and thirty-nine (1,139) respondents made up of three hundred and fifty-two (352) male teachers and seven hundred and eighty seven (787) female teachers. This was drawn from the entire population of eleven thousand one hundred and thirty-nine (11,139) teachers of public secondary schools in Delta State (PPEB, 2016). Survey research design was adopted. Data were collected using a researcher designed questionnaire titled: Students' Disruptive Behaviour and Teachers' Classroom Management Practices rating scale (SDTCMP). The instrument was subjected to a split-half reliability analysis which yielded an index of 0.642. Data obtained from the study were analyzed using mean and standard deviation. The result revealed that student disruptive behaviours adversely affects the maximization of engagement, establishment of strategies for acknowledging appropriate behaviour and active supervision of classroom instruction. It was therefore recommended that Delta State government should organize regular seminars and workshops for all teachers in public secondary schools, on best ways to establish multiple strategies for acknowledging appropriate behaviours that will help teachers to diversify strategies used in observing students' appropriate behavior amongst others.

Keywords: Maximize Engagement, Strategies, Classroom Instruction

INTRODUCTION

The classroom is an environment where the teacher is expected to exercise control. This has important role in teaching and learning. When closely examined, a number of interesting behaviour such as desirable attitude, greater degree of creativity, active participation, group discussion and cooperation associated with the classroom can be noted. Katz (2005) rightfully posited that the classroom is one important place in the operation of a school which holds students together and offers them the opportunity of achieving the purpose of education. Students bring into this room various traits arising from attitudes, social class, ethnicity, bias, idiosyncrasy, whims and caprices. They bring in all these things and even more which may require conscious manipulations if instructional goals must be achieved (Katz, 2005).

It is therefore imperative to note that in teaching and learning, the classroom has played very many important roles. Taiwo (2020) stated that the greater part of educational activities of any school occurs in this room. Teachers organize their work there. It is a place where educational plans are carried out,

a place where research findings are tested or tried out. It also serves a common ground for sharing experiences and for growth in group living, a place where students learn to accommodate their likes and dislikes. It is a place where learning experiences and other attendant classroom resources such as learners, time and classroom space are managed.

The management of the classroom has been described as a series of activities directed at establishing a setting in which students engage in learning activities designated by the teacher and in which students' disruptive behaviours are kept to a minimum. Sahin (2015) described classroom management as a process by which teachers create and maintain an environment that encourages learning. It includes actions preliminary to teacher-student class interactions; actions that are intended to create favourable conditions that will facilitate instructions; action that aim at regulating the social behaviour of student and actions that assert the authority of the teacher (Agboola&Salawu, 2021).

In the context of this study the focus is on viewing classroom in relation to action that aimed at regulating the social behaviour of the student, hence, classroom management is seen as a process of controlling or directing questions at an inattentive student, using positive re-enforcement or applying punishment as a remedial control measure. As noted by Kabiru (2016) classroom management simply involves controlling of students' disruptive behaviour for the purpose of improving the teaching and learning processes.

Students' disruptive behaviour refers to any indiscriminate action or activity undertaken by a learner or group that is capable of adversely affecting the predetermined administrative or instructional goals (Agboola & Salawu, 2021). Within the classroom environment, some of these behaviours include but are restricted to unwelcomed actions such as chatting with another friend in low tones during instruction, asking irrelevant questions to interrupt a teacher, taking several excuses and even the use of phones to distract teachers during a class lesson. Buttressing this, Guyana (2015) added to the list, fighting, unwarranted and baseless arguments among students and teachers, making of rude remarks about a teachers' teaching, use of slangy or profane language on a student or teacher to disrupt a lesson and even noise making. This is why Ali, Dada, Isiaka and Salmon (2020) advocated that teachers can only successfully implement the curriculum at the classroom level when indiscipline, students' excesses, disruptive behavior is highly controlled and their classroom management practices are not compromised.

Classroom management practices involves maximizing engagement, establishing multiple strategies for acknowledging appropriate behaviour and providing specific feedback for errors and corrections (Guido, 2018). In line with this, maximizing engagement has to do with ability to vary format, specifying observable engagement as well as linking engagement with learning outcome or objectives. Establishing multiple strategies for acknowledging appropriate behaviour has to do with establishing social and tangible activities that will help one to understand or notice before hand behaviours that are frequent, or infrequent and/or predictable or unpredictable while provision of specific feedback is needed to help the teacher as well as the school management to make informed decisions on the learners based on learning progress. As such for effective performance, a classroom manager (teacher) needs to be hinge free in operationalizing these aspects of classroom management functions.

All these strategies/practices have direct impact toward classroom management in the school system. Therefore classroom management strategies and techniques is a very important factor for improving classroom instructional practices.

Students' disruptive behaviour is a prevailing problem affecting schools not only in Nigeria but also across the many nations around the world as it interferes with teaching and learning and is thought to be precursor to late school dropout and similar negative social out comes. In Delta State, the researcher has observed that most public secondary schools in Esan West Local Government Area Edo State, the classroom are over populated. In most of these schools, a teacher student's ratio of 1:80 is evidenced. The National Policy on Education recommended a teacher-student's ratio 1:40 for normal or regular school (Federal Republic of Nigeria, 2013). In this situation teachers may find it difficult to maximize behaviour among individual student. Besides, researches carried out outside Nigeria has revealed an increasing rate of classroom behaviour disruptive problems among learners which may affects teachers' effectiveness in classroom practices (Chikwature, Oyedele&Ganyani, 2020; Banda &Mweemba, 2021).

Although the above problems have been assumed to be linked to disruptive behaviours attributed to secondary school students, they have not actually been able to establish the extent students disruptive

behaviour affect teachers' classroom management as it relate to maximizing engagement, establishing multiple strategies for acknowledging appropriate behaviour and providing feedback for errors and corrections among teachers. This study is therefore a response to the challenges it sought to explore the impact of students' disruptive behaviour in teachers' classroom management practice in Delta State secondary school system.

Research Questions

The following research questions guided the study:

1) To what extent does students' disruptive behaviour affect teachers' ability to maximize engagement?
2) To what extent does students' disruptive behaviour affect teachers' ability to establish multiple strategies for acknowledging appropriate behaviour?
3) To what extent does students' disruptive behaviour affect teachers' ability to provide active supervision?

METHOD

This study employed a descriptive survey research design. All secondary school teachers in the state formed the population of the study. This comprises of male and female teachers in the area. By this male teachers are 3,522 and female teachers are 7,868. Therefore the total population was 11,390 secondary school teachers in Delta State (PPEB, 2016). The sample for the study was 1,139 research respondents representing 10% percent of the entire population. This is in line with Nwana (1992) who maintained that when a population is in few thousands that a 10 to 30 percent of the population will be adequate sample. Therefore proportionate stratified random sampling technique was used to select 10% of male (i.e 352 male teachers) and 10% of female (i.e 787 female teachers) making the total of 1,139 research respondents. The essence of using the proportionate stratified sampling technique will be to ensure that the sample is representative of the strata/gender.

Impact of Student Disruptive Behaviour on Teachers Classroom Management questionnaire was used as an instrument for data collection. This instrument was developed and structured by the researcher. The instrument is a 36-item rating scale scored on 4-point basis. The SDBTCQ is made up of two major parts part I and II. The part I of the instrument contained items on personal data of the teacher such as Name of school. Part II of the instrument contains data on impact of students' disruptive behaviour on teachers' classroom management practice. The part II of the instrument which was further divided into three sections – A to C.

SDBTCM received both face and construct validation. Before the face validation the instrument had thirty-six items. The 18-items scale was given to specialist in Educational Management and Evaluation experts and research for face validation. They scrutinized the instrument in terms of item relevance, item clarity and item suitability. The SDBTCM was assessed for reliability using test of split-half method. This shows that the instrument is reliable for use in the study, since it is above 0.50 reliability acceptance level.

SDBTCM was administered to the principals personally by the researcher with the help of three research assistants that were instructed on how to fill the instrument. Their responses were scored on 4-point basis with the response mode of Very great extent, Great extent, Low extent and Very low extent. Research questions were answered on individual item basis using mean and standard deviation.

RESULTS

Research Question 1: *To what extent do students' disruptive behaviours affect teachers' ability to maximize engagement?*

Table 1: **Mean Ratings on Students' Disruptive Behavioursand Teachers' Ability to Maximize Engagement**

SN	Items	$\bar{x}$	SD	Decision
1	Disruptive behaviour of students influences teachers ability to vary their engagement format in the classroom	3.19	0.74	High extent
2	Students disruptive behaviours hinder teachers ability to link engagement with outcome objectives	3.06	0.81	High extent
3	Students disruptive behaviours hinder teachers ability to engage students in productive interactive sessions	3.02	0.78	High extent
4	Disruptive behaviour of students influences ability to engage students in effective task based learning	3.15	0.75	High extent
5	Disruptive behaviours of students generally disorients the teachers classroom instructional engagement potentials	3.45	0.65	High extent
6	Disruptive behaviour of students has no impact on teachers ability to engage students in team work	3.48	0.64	High extent
	Grand mean	**3.23**		

Note:1.00 – 1.49= Very low extent;1.50-2.49= Low extent; 2.50-3.49= High extent and 3.50-4.00= Very high extent.

From table 1, all the items showed high extent on the level to which students' disruptive behavior affects teachers' ability to maximize engagement for all the items raised in the table. The grand mean showed 3.23, while the standard deviation ranged from 0.64 to 0.81, which shows that the mean responses did not deviate much from the central mean. Therefore, it was agreed that students' disruptive behavior to a high extent affect teachers' ability to maximize engagement.

Research Question 2: *To what extent do students' disruptive behaviours affect teachers' ability to establish multiple strategies for acknowledging appropriate behaviour?*

Table 2: **Mean Ratings on Students' Disruptive Behavioursand Teachers' Ability to Establish Multiple Strategies for Acknowledging Appropriate Behaviour**

SN	Items	$\bar{x}$	SD	Decision
1	Students' disruptive behaviours hampers teachers' ability to establish multiple strategies for pointing out appropriate behavior	3.42	0.63	High extent
2	Students disruptive behaviour hinders teachers effective identification and motivation of desirable outcomes in classroom	3.41	0.61	High extent
3	Disruptive behaviour reduces the capacity of teachers to motivate deserving students	3.48	0.61	High extent
4	Disruptive behaviour of students makes it difficult for teachers to differentiate between good and bad students	3.46	0.65	High extent
5	Students' disruptive behaviours does not hinder teachers' capacity to establish strategies for compensating appropriate behaviours	3.33	0.72	High extent
6	Students disruptive behaviour does not prevent teachers effective identification of behaviours that require remediation	3.19	0.72	High extent
	Grand mean		**3.38**	

Note:1.00 – 1.49= Very low extent;1.50-2.49= Low extent; 2.50-3.49= High extent and 3.50-4.00= Very high extent.

The result of data analysis presented on table 2 indicated the extent students' disruptive behavior affects teachers' ability to establish multiple strategies for acknowledging appropriate behavior. This is based on the fact that in all the items, it indicated high extent and the grand mean stood at 3.38.More so, the standard deviations for this research question ranged from 0.61 to 0.72, showing that the mean scores did not deviate much from the average mean. Therefore, it shows that students' disruptive behavior to a high extent affects teachers' ability to establish multiple strategies for acknowledging appropriate behavior.

Research Question 3: *To what extent do students' disruptive behaviours affect teachers' ability to provide active supervision?*

Table 3: Mean Ratings on Students' Disruptive Behaviours and Teachers' Ability to Provide Active Supervision

SN	Items	$\bar{x}$	SD	Decision
1	Teachers capacity to evaluate instruction through review of data, decision making and follow-up is hampered by disruptive behaviour of students	3.38	0.62	High Extent
2	Linking Students activities to the context of the classroom is usually hindered by disruptive behaviours	3.34	0.59	High Extent
3	Disruptive behaviour of students makes it difficult for teacher to provide instructional feedback to students	3.36	0.62	High Extent
4	Effective monitoring of individual behaviour and activities of students are usually obstructed by students disruptive behaviours	3.30	0.72	High Extent
5	Teachers may not be able to supervise and monitor behaviour changes of students in a disruptive classroom	3.29	0.70	High Extent
6	Provision of contingency is always not achievable by teachers in a disruptive classroom	3.28	0.69	High Extent
	Grand mean		**3.33**	

Note:1.00 – 1.49= very low extent;1.50-2.49= low extent; 2.50-3.49= High extent and 3.50-4.00= Very high extent.

From Table 3, it was revealed that students' disruptive behaviour affects teachers' ability to provide active supervision in the class. For all the items presented in the table, the mean values ranged between 3.28 to 3.38 and the grand mean stood at 3.33. The standard deviations ranged from 0.59 to 0.72 which shows that the mean responses did not deviate much from central mean. Therefore, it was agreed that students' disruptive behaviour to a high extent affects teachers' ability to provide active supervision in the class.

DISCUSSIONS

The findings revealed that students' disruptive behavior affect teachers' ability to maximize engagement to high extent. This is in line with the assertions made by Gettinger and Ball (2007) that probably not surprising that one of the most consistent findings in educational research demonstrates that the more time students spend engaged during instruction the more they learn. In his own view, Doyle (2011) observed that the underlying assumption is that classroom order encourages students' engagement which supports learning. Without order a teacher is hard pressed to promote students learning. He went further to lament on the extent students behaviour destabilizes orderliness, thereby jeopardizing their level of engagement in learning, hence, necessitating the assessment of the extent students' disruptive behaviour affect teachers' ability to maximize engagement in the class.

The study revealed that students' disruptive behavior affect teachers' ability to establish multiple strategies for acknowledging appropriate behaviour to a high extent. These findings are in line with the finding of Anene (2020) who opined that acknowledgement of appropriate behaviour motivates children to continue to use this behaviour. It is a win-win situation. That is teachers want children to exhibit approval. Maro (2006) asserted that if students fail to exhibit constructive behaviour, then teachers was affected in establishing ways of observing appropriate behaviour displayed by them. According to them disruptive behaviour is a strong factor to be considered in the observation of accurate behaviours in students.

Findings from the study revealed that students' disruptive behavior affect teachers' ability to provide active supervision to a high extent. The findings of this study is in line with the findings of Sule (2013) and National open University of Nigeria (NOUN, 2006) who observed that supervision provides opportunities for teachers to be groomed through critical study of instructional processes and classroom interaction to carry out their teaching tasks in line with professional codes of conduct, hence, laying credence for this investigation.

RECOMMENDATIONS

The following recommendations were made:

1. Principals should ensure that teachers make out more time to engage students in class instruction. This will help the students to have little time to be involved in some deviant behaviour that obstruct classroom management effectiveness.
2. Delta State Ministry of Education should organize workshops for all the teachers in public secondary schools on best ways to establish multiple strategies for acknowledging appropriate behaviour. This will help teachers to diversify strategies used in observing students' appropriate behaviour during teaching and learning processes.
3. Delta State Government should encourage teachers of public secondary schools to embark on active supervision of their class instruction. This will help them to ensure orderliness and well prepared to face external supervisor and as well getting students to learn all the time.

CONCLUSION

Based on the findings, it was concluded that students' disruptive behaviour is highly considered a factor affecting teachers' maximized engagement, established multiple strategies for acknowledging appropriate behaviour and active supervision of classroom instruction.

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