

## INFLUENCE OF TEACHERS' FACTORS ON DISRUPTIVE BEHAVIOUR AMONG SENIOR SECONDARY SCHOOL STUDENTS IN IMO STATE, NIGERIA

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### ABSTRACT

The study investigated the influence of teachers' factors on disruptive behaviours of senior secondary school students in Imo state, Nigeria. Four research questions and four null hypotheses were asked. The design of the study is an ex post facto research design. The population of the study is all the 11874(1387 males and 10487 females) teachers in senior secondary school students in the 314 public secondary schools in Imo State. A stratified random sampling technique was used to draw the sample size of 1187 students using 10% of the population. A self designed instrument titled 'Influence of Teachers' Factors on Students Disruptive Behaviour (ITFSDB). Face and content validities were ensured. The cronbach alpha reliability was used to establish internal consistency reliability of 0.77. Mean, standard deviation, independent sample z-test and One Way Analysis of Variance were used for data analysis. It was found out that qualification and experience of teachers statistically influence disruptive behaviour of students in secondary schools in Imo State, Nigeria. It was recommended among others that the Ministry of Education and the school authority should make teacher development programme important and as a prerequisite for promotion. The school system should encourage mentor mentee relationship in order for the younger teachers to understudy the superior teachers.

**Keywords:** Teachers factors and disruptive behaviour.

### INTRODUCTION

Disruptive behaviours of students are those behaviours that are exhibited by students intentionally or unintentionally that have a great potential to dissuade effective teaching and learning in the classroom. This is always conspicuously noticed when a child advertises his/her unwillingness or readiness to learn either by the boring nature of the teachers teaching method or the students dispositions, thereby putting other students at off-task status. Disruptive behaviours could also mean unacceptable behaviours in the sense that they are generated, garnered and geared towards classroom disorganization, teachers' distraction and the use of learning hours in doing frivolous activities. Teachers who try to put in frantic effort and attention, in order to quell such problems in the classroom can be easily distracted by these behaviours. Honolulu Commuinty College (n.d) saw disruptive behaviour as including physically, verbally or psychologically harassing, threatening, or acting abusively toward an instructor, staff member, or toward other students in any activity authorized by the college. Disruptive behaviours in a nutshell are those behaviours that are disruptively laden in the students and are capable of causing disruption of normal classroom activities. These behaviours have debilitating devastating effectives on the classroom teachers because they spend the rest of the teaching minutes trying to correct some of the anomalies that may be arising from such behaviours. These are obvious and overt behaviours that frustrate earnest teaching and learning efforts in the classroom. These behaviours can be classified into singing in the classroom, eating, sleeping, gaming, bullying, poking, verbal assault, frequent movement of student from one place to the other, passing notes, excessive talking and writing

of love letters in the classroom. Miami University (2016) saw disruptive behaviour as those behaviours that seriously interfere with other student's ability to engage in learning and/or the faculty or staff member's ability to provide instruction or services. Ministry of Education, Guyana (2015) opined that disruptive behaviour occurs when a student intentionally creates a disturbance in class that directly interferes with the teacher's ability to instruct the class and with other students' ability to learn. They further stressed that disruptive behaviours can have negative effects on not only the classroom environment, but also on the school experience as a whole. The time it takes to give attention to student with disruptive behaviour can be used to pass additional information on the subject matter. Lynn's learning (2013) opined that the causes of disruptive behaviours in the school are anxiety, depression, eating disorders and other emotional, or learning or behavioral issues. Students' negative relationship with teachers could cause disruptive behaviours in the schools. This assertion is made clear by Henricss and Rydell in Kari (2013) when they reported that students have higher levels of negative relationship with teachers and other students, including negative interactions despite receiving more attention from teachers. This negative relationship with the teacher and the school as a whole is justified and reconciled during destructive demonstration in the school. Schneider in Adeyemo (2012) opined that disruptive behaviours could be controlled by dialogue between teachers and students, reflection on the present experience, and looking at how one behaviour has affected others in the environment. Finn, PannoZZo and Voelkl in Kari (2013) have it that teachers can make a big difference in their classrooms by responding to disruptive behaviour by making changes to the lessons, asking students to read out loud, calling on certain students more often to improve academic growth. Disruptive behaviour in the classroom can be taken care of if the teacher can call the students by name, change their sitting position, and by punishing the erring students with reasons. The teacher on its side should endeavour to dress properly, speak very well, reduces classroom joking, prepares for the lesson, comes to class early and stops when the period is over.

Chacko in Onyekuru and Ibegbunam (2013) stressed that qualified teachers are teachers who received training in education for their teaching subjects up to a minimum level. Qualified teachers in education are those teachers who had in their certificate educational background. The educational background could be in the areas of TCII, NCE, B.Ed, M.Ed, Ph.D in Education while those that are not qualified have the equivalent degrees but not with educational background. A qualified teacher must have undergone teaching practice in the school in order to acquire the prerequisite teaching methodology and knowledge.

O'Connor, Fish and Yasik (2004) found out that classrooms of expert teachers had statistically higher levels of classroom communication and flexibility than classroom of novice teachers. The authors are of the opinion that teachers who are experienced are better in the classroom management than those that are greenhorn in the teaching business. Leinhardt, Livingstone and Borko in O'Connor, Fish and Yasik (2004) averred that there are a number of teacher characteristics influence classroom interactions including experience. Kizlik (2014) submitted that classroom management and management of students conduct are skills that teachers acquire and hone overtime. This depicts the fact that teachers experience is as a result of teaching practice for a long period of time. Kizlik (2014) opined that a survey of graduates of education schools and colleges indicate that one area of concern of new teachers is their feelings of inadequacy in managing classroom.

Statistics Canada (2015) summarily classified marital status to include: married (and not separated), living common law (cohabitation), widowed (not living common law), separated (not living common law), divorced (not living common law) and single (not living common

law). Wikipedia The Free Encyclopedia (2015) stressed that a person's marital status indicates whether the person is married or single.

Bosco and Bianco (2015) found out that maternal work patterns are significantly related to lifestyle choices for women and spousal lifestyle choices for men. Klassen and Chiu in Odanga, Raburu and Aloka (2015) opined that female teachers had lower classroom management self-efficacy than male teachers and also that female teachers had high self-efficacy than male teachers did. Ferrara in Odanga, Raburu and Aloka (2015) discovered that there was a significant difference between male and female teachers in classroom management. Moreso, Butucha in Odanga, Raburu and Aloka (2015) revealed that there are differences in classroom management based on gender.

### **Statement of Problem**

Apart from the fact that teachers are regal, winsome, role models, character builders, curriculum implementers and knowledge enhancers, researches and experience have also shown that some of the unacceptable students' behaviours are accounted for by teachers' behaviour to a reasonable extent. Teachers in the classroom are supposed to be prepared, seriously minded, talks little outside the subject areas and be in charge of the classroom activities. When teacher fail to do the expected in the classroom and begins to make boy/girl friend, jesting, presents lesson shabbily, answers call in the classroom, comes late to classroom, and talks more of frivolous things. These anomalies may lead to disruptive behaviours. Disruptive behaviours when not properly taken care of in the classroom may prompt students' drop out, low reputation of the schools, poor academic performance, delayed societal development, and poor classroom management and control. These disruptive behaviours are not to the best interest of the students but will mar their efforts in the achievement of their career. Therefore, the researcher is bothered on whether teachers' qualifications, experience, marital status and gender have any influence on disruptive behaviours of students in senior secondary schools in Imo State, Nigeria.

### **Aim/Objectives of Study**

The aim of this study is to examine the influence of teacher factors on disruptive behaviours among senior school students in Imo State, Nigeria. Specifically put, the study sought to:

- 1) Find out the extent teachers qualifications influence disruptive behaviour among senior secondary school students in Imo State, Nigeria.
- 2) Ascertain the extent teacher's experience influence disruptive behaviour among senior secondary school students in Imo State, Nigeria.
- 3) Investigate the extent teacher's marital status influence disruptive behaviour among senior secondary school students in Imo State, Nigeria.
- 4) Examine the extent teacher's gender influence disruptive behaviour among senior secondary school students in Imo State, Nigeria.

### **Research Questions**

The following research questions were asked to provide direction for this study.

- 1) To what extent does teacher's qualification influence disruptive behaviour among senior secondary school students in Imo State, Nigeria?
- 2) To what extent does teacher's experience influence disruptive behaviour among senior secondary school students in Imo State, Nigeria?

- 3) To what extent does teacher's marital status influence disruptive behaviour among senior secondary school students in Imo State, Nigeria?
- 4) To what extent does teacher's gender influence disruptive behaviour among senior secondary school students in Imo State, Nigeria?

## Hypotheses

The following intelligent questions were tested at 0.05 alpha level of significance.

- 1) There no significant difference between the extent teacher's qualification influence disruptive behaviour among senior secondary school students in Imo State, Nigeria.
- 2) There is no significant difference between the extent teachers' experience influence disruptive behaviour among senior secondary school students in Imo State, Nigeria.
- 3) There is no significant difference between the extent teachers' marital status influence disruptive behaviour among senior secondary school students in Imo State, Nigeria.
- 4) There is no significant difference between the extent teacher's gender influence disruptive behaviour among senior secondary school students in Imo State, Nigeria.

## METHODOLOGY

The study adopted an ex post facto research design. The population of the study is all the 11874(1387 males and 10487 females) teachers in senior secondary school students in the 314 public secondary schools in Imo State. A stratified random sampling technique was used to draw the sample size of 1187 students using 10% of the population. A self designed instrument titled 'Influence of Teachers' Factors on Students Disruptive Behaviour (ITFSDB). The instrument has two parts. Part A consists of the demographic factors while part B contains non cognitive and non standardized items on disruptive behaviour. This section is structured after the modified Likert four points rating scales of Strongly Agree (4-points), Agree (3-points), Disagree (2-points) and Strongly Disagree (1-point). This section contains 20 items on disruptive behaviours of students. Face and content validities were ensured. The cronbach alpha reliability was used to establish internal consistency reliability of 0.77. Mean, standard deviation, independent sample z-test and One Way Analysis of Variance were used for data analysis.

## RESULTS

### Research Question One

To what extent does teacher's qualification influence disruptive behaviour among senior secondary school students in Imo State, Nigeria?

#### Hypothesis one

There no significant difference between the extent teacher's qualifications influence disruptive behaviour among senior secondary school students in Imo State, Nigeria.

**Table 1: Descriptive and z-test Statistics of teacher's qualifications on students' disruptive behaviour in secondary schools in Imo State.**

S/N	N	Mean	Sd	Df	Sig.	t-cal	Remarks
Non qualified teachers	788	18.173	5.780	1185	0.00	2.07	sig.
qualified teachers	399	12.537	5.231				

Table 1 shows that non qualified teachers have more influence on disruptive behaviour of students as shown in their mean and standard deviation values of 18.173 and 5.780. Given a df (1185),  $t=2.07$ , and  $p<0.05$ , the null hypothesis is rejected. By implication, there is a significant influence of qualifications (non qualified and qualified) on the disruptive students behaviour in senior secondary schools in Imo State.

### Research Question Two

To what extent does teacher's experience influence disruptive behaviour among senior secondary school students in Imo State, Nigeria?

### Hypothesis Two

There is no significant difference between the extent teachers' experience influence disruptive behaviour among senior secondary school students in Imo State, Nigeria.

**Table 2: Descriptive and z-test Statistics of teacher's experience on students' disruptive behaviour in secondary schools in Imo State.**

S/N	N	Mean	Sd	Df	Sig.	t-cal	Remarks
Non experienced	488	22.231	4.560	1185	0.00	5.18	sig.
Experienced	699	18.447	3.131				

Table 2 shows that non experienced teachers have more influence on disruptive behaviour of students as shown in their mean and standard deviation values of 22.231 and 4.560. Given a df (1185),  $t=5.18$ , and  $p<0.05$ , the null hypothesis is rejected. By implication, there is a significant influence of experience (non experienced and experienced) on the disruptive students behaviour in senior secondary schools in Imo State.

### Research Question Three

To what extent does teacher's marital status (single, married, separated, widowed and divorced) influence disruptive behaviour among senior secondary school students in Imo State, Nigeria?

### Hypothesis Three

There is no significant difference between the extent teachers' marital status (single, married, separated, widowed and divorced) influence disruptive behaviour among senior secondary school students in Imo State, Nigeria.

**Table 3a: Descriptive and z-test Statistics on the influence of marital status on students' disruptive behaviours in secondary schools in Imo State.**

Category	N	Mean	Std. Dev.
Single	450	43.0033	12.41009
Married	567	25.3582	11.35673
Separated	100	44.6567	12.63337
Widowed	45	40.4835	11.08161
Divorced	25	38.7633	10.68567
Total	1187	192.265	58.16747

**Table 3b: One Way Analysis of Variance of the influence of marital status on students disruptive behaviours in secondary schools in Imo State**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	303.687 <sup>a</sup>	2	158.667	.596	.232
Within Groups	301622.148	1185	58.719		
Total	311875.735	1187			

Table 3a and 3b shows that separated to a large extent has the highest influence on students disruptive behaviours with mean value of 44.7 followed by single 43, widowed 40.5, divorced 38.8 and married 25.4 respectively. The ANOVA table shows that df (2, 1185),  $F=.596$  and  $p>0.05$ . The null hypothesis is accepted. By implication, there is no significant influence of marital status (single, married, separated, widowed and divorced) on disruptive behaviours of secondary school students in Imo State, Nigeria.

#### Research Question Four

To what extent does teacher's gender influence disruptive behaviour among senior secondary school students in Imo State, Nigeria?

#### Hypothesis Four

There is no significant difference between the extent teacher's gender influence disruptive behaviour among senior secondary school students in Imo State, Nigeria.

**Table 4: Descriptive and z-test Statistics of teacher's gender on students' disruptive behaviour in secondary schools in Imo State.**

S/N	N	Mean	Sd	Df	Sig.	t-cal	Remarks
Male teachers	647	21.233	2.431	1185	0.01	3.11	sig.
female teachers	540	15.425	1.456				

Table 4 shows that male teachers have more influence on disruptive behaviour of students as shown in their mean and standard deviation values of 21.233 and 2.431. Given a df (1185),  $t=3.11$ , and  $p<0.05$ , the null hypothesis is rejected. By implication, there is a significant influence of gender (male and female) on the disruptive students' behaviour in senior secondary schools in Imo State.

## DISCUSSION OF FINDINGS

The findings of this study are discussed as shown below

#### Influence of Teachers Qualification on Disruptive Behaviour

The finding shows that non qualified teachers have more influence on disruptive behaviour of students as shown in their mean and standard deviation values of 18.173 and 5.780. Given a



df (1185),  $t=2.07$ , and  $p<0.05$ , the null hypothesis is rejected. By implication, there is a significant influence of teachers qualifications (non qualified and qualified) on the disruptive students behaviour in senior secondary schools in Imo State. Since a qualified teacher must be that teacher that has at least the minimum qualification in the area of specialization with educational background. Chacko in Onyekuru and Ibegbunam (2013) stressed that qualified teachers are teachers who received training in education for their teaching subjects up to a minimum level. It therefore implies that the qualification a teacher acquires as a result of training in education can make a difference from those who have not received such training. Therefore, the non qualified teachers presents high tendency to disruptive behaviour than the qualified teachers.

### **Influence of Experience on Students Disruptive Behaviour**

Table 2 shows that non experienced teachers have more influence on disruptive behaviour of students as shown in their mean and standard deviation values of 22.231 and 4.560. Given a df (1185),  $t=5.18$ , and  $p<0.05$ , the null hypothesis is rejected. By implication, there is a significant influence of experience (non experienced and experienced) on the disruptive students behaviour in senior secondary schools in Imo State. In support of this finding was the work of O'Connor, Fish and Yasik (2004) were they found out that classrooms of expert teachers had statistically higher levels of classroom communication and flexibility than classroom of novice teachers. The authors are of the opinion that teachers who are experienced are better in the classroom management than those that are greenhorn in the teaching business. Leinhardt, Livingstone and Borko in O'Connor, Fish and Yasik (2004) averred that there are a number of teacher characteristics that influence classroom interactions including experience.

### **Influence of Marital Status on Students Disruptive Behaviour**

Table 3a and 3b shows that teachers that are separated to a large extent has the highest influence on students disruptive behaviours with mean value of 44.7 followed by single 43, widowed 40.5, divorced 38.8 and married 25.4 respectively. The ANOVA table shows that df (2, 1185),  $F=.596$  and  $p>0.05$ . The null hypothesis is accepted. By implication, there is no significant influence of marital status (single, married, separated, widowed and divorced) on disruptive behaviours of secondary school students in Imo State, Nigeria. Azim, Haque and Chowdhury (2013) agreed that marriage imposes increased responsibilities that may make a steady job more valuable and important. Tyagi in Odanga, Aloka and Rabury (2015) reported that unmarried teachers have higher level of classroom management than married teachers did.

### **Influence of Gender on Disruptive Students Behaviour**

Table 4 shows that male teachers have more influence on disruptive behaviour of students as shown in their mean and standard deviation values of 21.233 and 2.431. Given a df (1185),  $t=3.11$ , and  $p<0.05$ , the null hypothesis is rejected. By implication, there is a significant influence of gender (male and female) on the disruptive students' behaviour in senior secondary schools in Imo State. The findings of this study is support by Klassen and Chiu in Odanga, Raburu and Aloka (2015) when they opined that female teachers had lower classroom management self-efficacy than male teachers and also that female teachers had high self-efficacy than male teachers did. Ferrara in Odanga, Raburu and Aloka (2015) in sealing the finding, discovered that there was a significant difference between male and

female teachers in classroom management. Moreso, Butucha in Odanga, Raburu and Aloka (2015) makes it clear that there are differences in classroom management based on gender.

## CONCLUSION

Based on the findings, it was concluded that non qualified teachers, non experienced teachers, single teachers, separated teacher, widowed, divorced and male teachers influence disruptive behaviours in secondary schools in Imo State, Nigeria.

## RECOMMENDATIONS

1. The Ministry of Education and the school authority should make teacher development programme important and as a prerequisite for promotion.
2. The school system should encourage mentor mentee relationship in order for the younger teachers to understudy their superior teachers.
3. Teachers that are single, separated, widowed and divorced should avail themselves of the opportunity of visiting the guidance and counsellor and educational administrator from time to time in order to take full control of the classroom environment and students behaviour.
4. Teachers should be advised during orientation at the point of recruitment to see themselves as disciplinarian of the students irrespective of their gender.

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