CLASSROOM MANAGEMENT STRATEGIES AND DISRUPTIVE BEHAVIOUR AMONG PUPILS IN CALABAR MUNICIPAL, CROSS RIVER STATE, NIGERIA.

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ABSTRACT

This study was determined to investigate the influence of Classroom management strategies and pupil's disruptive behaviour in Calabar Municipal, Cross River State, Nigeria. The sample for the study consisted of two hundred and forty (240) pupils who were randomly selected from primary five classes in all the fifteen (15) schools in the study area. The research adopted ex-post facto research design; data were collected using Pupils' Classroom Management strategies and Disruptive Behaviour Questionaire. To guide the study, three research questions were raised and three research hypotheses proposed and tested at 0.05 levels of significance using Independent t-test and Pearson Product Moment Correlation Co-efficient analysis. From the analyzed data, results indicated that there was significant relationship in all the three variables of the classroom management in schools. In view of the findings above, it was revealed that poor or lack of classroom management can affect or bring about disruptive behaviour among pupils in school. It was recommended among others that effective management styles and positive supportive discipline climate should be encourage in school to in order to help pupils overcome the problem of disruptive behaviours in school.

BACKGROUND TO THE STUDY

In today's society, schools are being held accountable for every aspect of pupil's achievement. Classroom management plays a major role in a pupil's classroom achievement. Classroom management as a whole is the process of organizing and conducting the business of the classroom. Many perceive it as the presentation of order through teacher control. It is much more than that as it involves establishing and maintaining of the classroom environment so that educational goals can be accomplished.

Unfortunately, many of the education reforms have failed to mention or address the relationship between pupil's classroom management strategies and disruptive behaviour (American Association of School Administrators, 2002; Brannon, 2010). Throughout the decades,

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classroom disruptive behaviour has been cited as a major issue for teachers (Martin & Sass, 2010). According to Shupe (1998), pupil's achievement has been affected in schools where discipline and behavioural issues are not appropriately handled. School discipline issues are increasing in public focus. Despite longstanding attention to the problem, there is a growing perception that not all public schools are safe places of learning, highlighted by extensive media coverage of school-based violent acts, like the recent (December 14, 2014). Disruptive behavior varies in types, severity and prevalence. (There are action that negate the principles of decency and orders, including conflicts with the societal rules, ranging from such misdemeanor as disobedience, lying, stealing, cheating, dishonesty and disrespect etc. (Egaga, Ataben & Sunday, 2021), in line with these views Anagbogu & Owor (2021) had claimed that some students attribute their examination malpractice to school factors

According to Bassey (2012), the wider view of classroom management shows increased engagement, reduction in inappropriate and disruptive behaviors, promotion of student responsibility for academic work, and improved academic performance of students. In same vein, adopting innovative management in classes requires the acquisition and utilization of specific managerial skills that will facilitates the realization of goals in school (Sule & Okoi, 2019). Poorly managed classrooms are usually characterized by disruptive behaviors such as sleeping, late coming, noise making, miscopying of notes, eating, calling of nicknames, verbal or physical threat to fellow students or the teacher (Ekere, 2006). These disruptive behaviors disorganize learning processes and hamper academic performance of students. In most schools, children are seen roaming the streets instead of staying in the school to learn or to help their teachers in some school duties. These disruptive behaviours are very common in our primary schools today. Aletan (2013) in his research findings observed that pupils in primary schools in Calabar urban get into repeated conflicts with customs, rules and laws of the society, portraying them as those that are deviant.

According to Killiam (2016), disciplinary issues consistently rank as one of the largest concerns in America's society. In Nigeria, resulting from their findings, Anagbogu, Onu & Owor (2021), recommended that many supervisors be engaged in Examination supervision, sincere implementation of disciplinary actions on culprits irrespective of who they are and lecturers who do not do not report disciplinary cases should be queried, in all issues of malpractice. This may be attributed to the fact that discipline is handled in some different ways today. In the past, pupils may have been paddled for offenses. However, today, this type of discipline is seldom used in public schools. Due to societal changes over the past 100 years, schools have more behaviour issues that affect the way a teacher manages the classroom (Etheridge, 2010). As research shows, disruptive behavior does not only affect the student who is noncompliant with the rules, but every other student in the classroom (Daly, 2005). According to Daly (2005), There's not a teacher alive who has not felt the frustration of trying to manage a classroom with at least one student who repeatedly pulls other students off-task with annoying, disorderly behavior. In addition, Canter (2009) and Marzano (2013) have both documented harmful results of having continuous classroom disruptions. Based on the studies above, classroom management issues are having a devastating impact on student achievement

Boynton and Boynton (2005) explained how ineffective classroom management skills might waste instructional time, reduce time-on-task, and interrupt learning environments. In addition to interrupting the classroom environment, if proper classroom management is not exercised, disruptive behaviour by students can have a negative effect on teacher's instruction, which can lead to other pupils joining-in and can cause pupils to question the abilities of their teachers (Braden & Smith, 2006). For these reasons, it is important to study instructional and behavioural classroom management. In schools today, teachers are concerned about disciplining pupils in ways that will remove the pupils from the learning environment, because when pupils are removed from the classroom environment, they are losing instructional time, which may result in learning gaps (Etheridge, 2010).

Class size as well as classroom management is concern is a significant parts of an effective learning process. Due to the effective classroom management pupils flourish in a positive class climate and a compassionate environment. From pupils perspective effective classroom management provides the pupils the opportunities to socialize themselves while learning. From teachers perspective effective classroom management involved precautionary discipline and fruitful teaching (Neh, 2011). Okli (2010) asserted that physical environment of the

classroom and seating arrangement are interrelated and managed alongside. The ability to manage, lead and supervise pupils during the learning process has been shown to be an indispensible component of effective teaching and learning. In a country like Nigeria, school population increases as class size also increase. The performance of pupils become an issue. According to Dfor (2013), class size has become a phenomenon often mentioned in the educational literature as having influence on pupils feelings and academic performance, administration, quality and school budgets.

STATEMENT OF THE PROBLEM
The classroom is the umbrella of any learning environment and so, no curriculum planning is complete without implementation and evolution both of which are mainly carried out in the classroom. Most of the class activities take place while pupils are seated. The seating arrangement is therefore too important to suffer the kind of neglect being experienced by many primary schools in the state.

Reports from the mass media, juvenile court showed the increasing rate of deviancy in schools. A good number of school children roam the streets in their uniforms when they are expected to be in their classroom learning (Ekpo, 2011). In our society today the teachers, school administrators, researchers, guidance counselors, psychologists and social workers all remark on the increasing behaviours of pupils engage in fighting, stealing and vandalizing of school properties (learning resources). The greatest hazard posed by these offenders is that they become more unrepentant in crime and develop more avenues and improved techniques of perfecting in their destructive and truant tendencies. It has become imperative therefore to find out if classroom management like the classroom size, the classroom environment and discipline could possibly influence disruptive behaviours among primary school pupils in Calabar South Local Government Area of Cross River State, Nigeria. This situation has had multiple negative effects on teaching and learning as well as pupils' disruptive behaviour. This evidenced in the rate of failure now leads to the following questions: Does classroom management influence pupil's disruptive behaviour? This study is an attempt to find answer to the question.
Research questions
The following research questions were posed to guide the study:

i.   To what extent does class size influence disruptive behaviour of pupils.
ii.   To what extent does classroom environment relate with disruptive behaviour of pupils
iii.   To what extent does classroom discipline relate with disruptive behaviour.

Statement of hypotheses
To provide answer to these questions the following null hypotheses were formulated: -
i.   There is no significant influence of class size and disruptive behaviour.
ii.   There is no significant relationship between classroom environment and disruptive behaviour.
iii.   There is no significant relationship between classroom discipline and disruptive behaviour.

An inquiry of class size as a correlate of students' discipline in Nigerian secondary schools was carried out by Jacob, Olawuyi and Jacob (2016) in a study predicated on a descriptive survey approach. Teachers of schools in Kogi State served as the population while 127 respondents were purposively selected. A questionnaire was used for data collection and the study's hypotheses sought to determine the extent to which class size related with students' discipline. PPMC was used for data analysis and class size was found to be a significant correlate of students' discipline. Therefore, the finding here meant that a significant and positive correlation existed between class size and students' discipline. Unlike most of the previously reviewed studies which revealed statistically significant effects and relationships between class size and academic achievement, this one has revealed the effect of class size on another dimension which is closely related to academic achievement of students.

As school population increases, class size also increase and therefore behavioural problems of pupils become an issue. According to Dror (2013) class size has become a phenomenon often mentioned in the educational literature as an influence on pupil's performance, on administrative quality and school budgets. In his words, he noted that class size is almost an administrative decision over which teachers have little or no control. Most researchers start from the assumption that size of the class prove a significant determinant of the degree of success of pupils. Infact, with the exception of a few, many studies have reported that under ideal

situation class size in itself appears to be an important factor. The first issue that calls for immediate clarification is what number of pupils should constitute a large group a what should be described as a small group? In describing a small group, Bray (2010) observed that they have few teachers with small pools of talent, offer limited range of subjects and characteristically finding it hard to justify costly investment on libraries, their pupils lack competition and interest with relatively few peers as they get sucked with same teacher for an entire school career.

The descriptive appears to be an anti-type of what obtains in large group. Large class sizes on the other hand are often impersonal, having broader circular with teacher being given wider support, while pupils may suffer discipline problems as teachers cannot get to know their pupils very easily. They find it easy to stream pupils according to ability while commitment to work may stand a test of time. In terms of numerical strength, the National Policy on Education (1981 revised in 2004) specified 20 in pre-primary, 30 in primary and maximum 40 in secondary school. These directives appear unrealistic in urban areas as a result of high population. An inquiry of class size and students' discipline, engagement and communication in Nigerian secondary schools was conducted by Ajayi, Audu and Ajayi (2017). A descriptive survey approach was utilized for the study while all senior secondary school teachers in Ekiti State composed the population. Quantitatively designed data was obtained from 128 purposively drawn respondents and inclusive in the study's posers was an inquiry of the influence of class size on classroom discipline. Chi-square statistical technique was employed for data analysis and class size was revealed as a significant determinant of classroom discipline. The result therefore suggested that students in large classes-are most likely to be more ill-disciplined than those in smaller classes. The finding here seems to corroborate that of Jacob and Olawuyi (2016), thus strengthening the assertion that large classes could be detrimental to the discipline levels of the students therein. The digression of this review into the effect of class size on classroom discipline is based on the perception that when there is discipline in the class, it makes a teacher's job of interacting with, and facilitating the students towards his/her set objectives easier but when discipline levels are low, the reverse could most possibly be the case. Thus, the poser created by the finding here is - is it possible for a pre-school

teacher to maintain a high level of discipline in a large class of children, say 50 of them? The above reviewed study was earmarked as being reasonable for review contingent upon its appraisal of the association between class size and discipline of students.

The school environment, classrooms, libraries, technical workshops, laboratories, teachers' quality, school management teaching methods, peers etc, are variables that affect pupils academic performance. Hence the school environment remains an important area that should be studied and well managed to enhance pupils' academic performance (Ajayi, 2015). The physical characteristics of the classroom management by the teacher have a variety of effects on pupils and learning process. Poor lighting, improper seating arrangement, noise high levels of carbon-dioxide in classroom and inconsistent temperatures make teaching and learning difficult. Poor maintenance and ineffective ventilation systems lead to poor health among pupils, which leads to poor academic performance and disruptive behaviour (Frazier, 2013).

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The finding here seems somehow unique in that class size has been found to serve as a significant correlate of students' discipline and another intriguing feature of this finding is that unlike all other reviewed studies in this sub-section, the respondents here are the teachers themselves. Could it be that pre-school teachers would most possibly also yield similar responses about their children's discipline in terms of its

perceived relationship with class size if investigated? The above reviewed study was valued as being well-suited for review in consequence of its determination of class size as a correlate of students' discipline.

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Empirically, King (2011) conducted a study to investigate the influence of discipline management on student's achievement in geography. The study area was Ikom Local Government Area of Cross River State. In this study, two (2) null hypotheses were formulated and tested at .05 level of significance. The research design adopted for the study was ex-post facto research design. Two instruments namely: Teacher discipline management questionnaire (TDMQ) and geography achievement test (GAT) were used for the collection of data. The data collected were collated and analyzed used one-way analysis of variance and multiple regression. From the statistical analysis, the following funding emerged: discipline management has a significant influence on students' achievement in geography.

RESEARCH METHODOLOGY
The research design for this study was ex-post facto design. This design is considered most suitable because it does not involve any direct control of independent variable. Moreso, the ex-post-facto is a design in which the data had already occurred fair before the period the researcher undertakes the study. The area was Calabar municipality Local Government Area of Cross River State, Nigeria. The population of the study comprised all the primary 5 pupils in the study area in 2020/2021 academic session. From the state universal basic education board (SUBEB) Calabar South has fifteen (15) public primary schools with the pupils' population of 26.36 in the area as at 2020/2021 academic session. The total population of primary 5 pupils in Calabar South is 800 in the year of focus. From this 800, three hundred and eighty-six (386) are males and five hundred and fourteen (514) are females.

Simple random sampling technique was used to select schools including the sample for the study. Again, since the distribution of pupils not even in the selected schools 30 percent of the schools and 30 percent of the population in each of the primary 5 classes were selected to form the study sample. A total of two hundred and forty (240) respondents formed the sample for the study. Out of the 240 of the respondents, 96 (40%) were males and 144 (60%) were female. In all, two instruments were used for the study. One which measured the independent variables namely: class size, classroom environment and classroom discipline is tagged "classroom management questionnaire (CMQ)". The researcher with the help of the lecturer who supervised the work developed the instrument. The CMQ consisted of two sections (A and B). section A was designed to obtain information on the respondents' personal data such as school name, sex and class while section B on the other hand consisted of statements to which the respondents were meant to school their levels of agreement or disagreement based on the 4 point likert type scale. The section consists three subsections with emphasis on the major variables of the study. The 4-point likert scale adopted is as follows: strongly agree (SA), Agree (A), disagree (D) and strongly disagree. The instruments were face validated by experts in measurement and evaluation who modified some of the items by adding and subtracting as well as correcting the grammatical errors. The data for this study were collected with the aid of an instruments namely: classroom management and Disruptive Behaviour Questionnaire (CMDBQ).

RESULTS AND DISCUSSION
In this chapter, hypothesis-by-hypothesis analysis of data and discussion of findings shall be carried out.

General description of data
The different statistical measures namely, Pearson product moment correlation analysis and independent t-test analysis were used for testing the hypothesis. The main independent variables involved in this study were class size, classroom environment and classroom discipline.

This study was a predictive one and these three independent variables were used as predictive tools for disruptive behaviour. The mean (x) and standard deviation (SD) were computed for each of the three continuous research variables of the study the results are presented in table 1.s of the

TABLE 1: Descriptive statistic of the three continuous research variables

Variables	No of items	N	$\overline{X}$	SD
Classroom environment	3	240	6.34	3.08
Classroom discipline	3	240	6.00	3.11
Disruptive behavior	10	240	6.03	3.02

Hypothesis testing
For each hypothesis, the following procedures were adopted at .05 level of significance with appropriate 238 degree of freedom.

Hypothesis one
The null hypothesis states that there is no significant influence of class size on disruptive behavior of pupils. The independent variable was class size while the dependent variable was disruptive behaviour of pupils. In testing the hypothesis, independent t-test analysis was applied. The result of the analysis is presented in table 2.

TABLE 2: Independent t-test analysis influence of class size on disruptive behaviour of pupils (N= 240)

Class size	N	$\overline{X}$	SD	Tcal	tcrit
Small class size	138	6.29	2.26		
				2.85	1.96
Large class size	102	3.87	2.02		

(*p< .05, df = 238)

From table 10, it could be seen that the calculated t-value of 2.85 is greater than the critical t-value of 1.96 at .05 level of significance and with 238 degree of freedom based on the null hypothesis was rejected. This means that there is a significant difference between small class size and large class size of disruptive behavior of pupils in favour of the pupils in small class size.

Hypothesis two
The null hypothesis states that there is no significant influence of classroom environment on disruptive behavior of pupils. The independent variable was classroom environment while the dependent variable was disruptive behaviour of pupils. In testing the hypothesis, Pearson product moment correlation analysis was employed and the results of the analysis are presented in table 3.

TABLE 3: Pearson product moment correlation analysis of classroom environment and disruptive behaviour (N = 240).

Variables	Σx Σy	Σx^2 Σy^2	Σxy	Rcal	Rcrit
Classroom environment	1522	9661			
			9184	0.257⁻	.195
Disruptive behavior	1448	8739			

(*p< .05, df = 238).

From table 3, it could be seen that calculated r-value of .257 is greater than the critical-value of .195 at .05 level significance and with 238 degree of freedom. With this result, the null hypothesis was rejected this means that classroom environment has a position significant relationship with disruptive behaviour of pupils.

Hypothesis three

The null hypothesis states that there is no significant relationship between classroom discipline and disruptive behaviour of pupils. The independent variable in this hypothesis was classroom discipline while the dependent variable was disruptive behaviour of pupils.

In testing this hypothesis, Pearson product moment correlation analysis was employed and the results of the analysis are presented in table 4.

TABLE 4: Pearson product moment correlation analysis of classroom discipline and disruptive behaviour of pupils. (N=240).

Variables	Σx Σy	Σx^2 Σy^2	Σxy	Rcal	Rcrit
Classroom discipline	1920	8646			
			8689	.246	.195
Disruptive behavior	1448	8739			

(*p< .05, df = 238).

From table 4, it could be seen that the calculated r-value of .246 is greater than the critical r-value of .195 at .05 level of significance and with 238 degree of freedom. With this result, the null hypothesis was rejected. This means that there a significant relationship between classroom discipline and disruptive behaviour of pupils.

DISCUSSION OF FINDINGS

The discussion of the research findings is presented in three sections based on the three hypothesis tested in the study. These were class size, classroom environment, classroom discipline and disruptive behaviour.

In order to determine the influence of class size as a major variable of this study and disruptive behaviour of pupils. Independent t-test analysis was performed, the results of the analysis showed that there was a significant difference between small and large class size in favour small class size. This is so because the mean disruptive behaviour of pupils (X=6.29) in small class size was by far higher than the mean disruptive behaviour of pupils (X=3.87) in large class size. The result of the findings of this hypothesis has thus demonstrated that the outcome of pupil's disruptive behaviour was not due to chance, the strongly agreed that their behaviours was due to small class size. The findings of this hypothesis is in agreement with the findings of Selman (2014) whose study revealed a strong positive relationship between class size and academic performance of students in College Entrance Examination Beau.

The findings from testing hypothesis two shown that there was a significant relationship between classroom environments on primary school pupils academic performance in English language in Calabar South Local Government Area of Cross River State, Nigeria. This is because English language educators claim that classroom environment is very important and influential to learning outcomes. The result of the hypothesis is in agreement with Rosenberg (2015), whose study on the relationship between classroom environment and academic performance revealed a strong relationship between classroom environment and academic performance of students in the study area.

The findings from testing hypothesis three has also shown that there was a significant relationship between classroom discipline and academic performance of pupils in English language. This is so because the level of discipline in classroom and school at large could be easily managed then and the level of indiscipline though existed was not so strange. The only existing schools by then were government owned schools when admission centralized and dismissed students could not easily access the schools without recommendation from previous schools. Therefore had to behave well and maintain discipline for fear of not easily accessing new school. Most of these schools were day schools where parents could also participate in keeping a watch over their children's behaviours at home.

The findings of this hypothesis is in agreement with King (2011) who studied the

influence of classroom discipline on students' academic performance in geography. Here, it was discovered that all the two variables used for the study significantly influence academic performance in the subject

CONCLUSION
This paper examines effective classroom management and disruptive behavior among pupils. The paper concluded that disruptive is a pattern of antisocial behaviour in which the rights of others or major social norms are violated. The situation create havoc to the life of the child which is capable of retarding his/her academic achievement, affect their interpersonal relationship with their peers, teachers and parents.

RECOMMENDATIONS
Based on the findings and conclusion of this study, the following recommendation were made.
i.   Since the class size has been found to influence disruptive behaviour of pupils, small class size is highly recommended because in small class size the pupils may be properly watched and corrected as the case may be. As the teachers get to know their pupils very easily.
ii.   Classroom environment has been found to influence disruptive behaviour of pupils, it could be necessary to encourage teachers (educators) to develop a positive supportive climate within classroom to promote cognitive and affective outcome.
iii.   It has also been observedthat the classroom discipline has been found to influence disruptive behaviour of pupils, it could be necessary to ensure that parents participate in keeping a watch over their children's behaviours at home and adjust their parenting styles as well.

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