



RESEARCH ARTICLE

HUMANIZING THE IMPACT OF DISRUPTIVE CLASSROOM ENVIRONMENT ON NIGERIAN STUDENTS DISCIPLINE.

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Abstract

Disruptive classroom environment has been a worrisome problem challenging school systems in Nigeria. It is filled with high incidence of disruptive behaviors ranging from noise making, eating, sleeping, inattentiveness, playing, etc. The paper looks into the concept of disruptive classroom behavior, forms, causes and ways of ameliorating disruptive behavior. The study concluded that when teachers use better instructional programs, there will be producing academic progress. Finally the paper recommended among others that teachers should endeavor to manage their classroom activities effectively and build positive interpersonal relationship in students, use viable instructional approach which directs them to concentrate in other to avoid disruptive classroom behaviour, assess students properly and counsel them from displaying social misfits' attitudes.

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Introduction:-

Disruptive classroom behavior is prevalent this 21st century. The school environment does not exist in isolation of the prevailing situations of insecurity inherent in the Nigerian context. Most disruptive behaviors that start from early school age sometimes lead to higher school age. Effective teaching and learning instruction will go down the drain without proper discipline of students. Huge investment in education according to Willy (2002) is not worthwhile without discipline. Training of a child goes hand in hand with discipline. Hence, formal education without discipline is worthless.

Disruptive behavior in the school systems has been identified as a challenge hindering a positive school environment. (Oliver, 2011). Disruptive behavior in the classroom affects the classroom environment as well as the educational experience for students enrolled in the course negatively. Disruptive behavior is referred as any behaviors that hamper instructors. Conducive classroom environment is the cornerstone of getting a good education and instilling discipline in students. Nakpodia (2010) stated that good behavior makes one to be relevant to the society. Classroom with incessant disruptive behaviors waste time and yield poor teaching and learning outcome. Continuing, a nation's building and behavior maintain peaceful environment for learning.

Conceptual Framework:-

Disruptive behavior obstructs teacher and instruction. Disruptive classroom behavior is the behavior which does not allow the teachers and students for sound teaching and learning process. Most often poses a hazardous low achievement trait for students. It is obvious that classroom with disruptive behavior have less academic engaged time. A teacher who is grossly inadequate in classroom management skills is probably not going to accomplish

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much (Marzono, 2003). This empowered Borden (2013) to posit that disruptive behavior is associated with a wide range of cognitive, educational, constitutional, and family problems. Disruptive behavior in the classroom is one of the most serious challenge hampering effective teaching and learning environment especially in secondary schools due to lack of disciplinary measure for aggression and unpleasant situations.

Insecurity denotes varied phenomena; it entails distinct meanings ranging from: anxiety, fear, un-sureness, vulnerability, unsafe, danger, hazard and uncertainty. AkporRobaro, M. (2013) sees insecurity from two perspectives identified two types of insecurity. Beland (2005) connotes insecurity with absence of protection from crime and its consequential harm. From the aforementioned points one can describe insecurity as a psychological feeling of distress or threat to a person's life; the state of being vulnerable to danger. Insecurity this is the direct opposite of the term security.

Discipline is a very necessary condition for any venture to be successful. It is the training of an individual behavior in accordance with the rules of conduct. It is a systematic method of obtaining obedience in a person. It is the correction procedures for misbehavior. The free dictionary online describes discipline as the "training expected" (www.thefreedictionary.com/discipline). It is targeted to influence an individual actions and behavior positively. Students' discipline is the systematic application of school rules, punishments, and behavior. Students' discipline has been identified as one of the essential factors that foster practices and the main purpose of individual development. Creek School District, 2015). Students' discipline presupposes a positive learning environment. (Bodens, 2013).

Classroom environment encapsulates the physical class -"personality" of teachers. Classroom is known to yield effective teaching and learning experience which is cherished by the teacher and enjoyable by the students. Some of the ways of developing a healthy classroom environment include; building caring relationships amidst staff and students, rewarding academic excellence, provision of classroom rules and regulations, encouraging participatory / cooperative learning and counseling mal-adjusted students.

Causes of Disruptive Behavior in the Classroom:-

There are three main reasons which foster disruptive classroom behavior and they are; classroom related issues, personal issues and Social issues. Most often students seem to be unsecured, bored, uninteresting, confused, inattentive, annoyed, lost, asleep, resentful and not concentrating when they perceive that the teacher is not communicating effectively in carrying them along in the teaching and learning context. Personal problems of students ranging from anxiety, depression, eating disorders, attention deficit disorder, learning difficulties, emotional (www.ul.ie). Antisocial behaviors more or less influence their dispositions for teaching and learning outcome. More still, social issues which emanate from Factors outside the classroom such as; family breakdown, changes in the society, parents' role, schools' culture, teachers' education, schools' curricula, and examination points system pose a challenge to effective teaching and learning context.

Forms of Classroom Disruptive Behavior:-

There are different types of classroom disruptive behavior in secondary schools display by students and each one has negative impact on classroom management. Some of them include; entering classroom with screaming sound, eating in class, sleeping during teaching, and chatting with one another during when lesson is going on. Others are coming to classroom habitually late, unnecessarily arguing with teachers, bringing noisy electric devices in the classroom, shouting loudly to create thrill in classroom, sluggish wandering on veranda to distract students' attention and making complains against their fellow etc.

Effective Classroom Management Techniques:-

Management skills are crucial and fundamental. Effective classroom management establishes preventive techniques towards students' indiscipline rather than engaging in procedures. Effective Classroom management entails the establishment and maintenance of teaching simultaneously smoothly. Oliver (2011) pointed out that rules and routines are powerful preventive and powerful component to classroom organization and management plans and re-taught if inappropriate behavior occurs. Planning is a condition sine qua non for effective classroom management. (www.teqjournal.org/TEQ%20Website/Back%20Issue..)

Construction of Classroom rules is also an essential, powerful and preventive technique to effective classroom organization and management. They help to coordinate students, reinforced behaviors and consequences of inappropriate behavior. The rules should be minimal, precise and positively stated and so on (www.gtlcenter.org)

Classroom Arrangement is a condition sine qua non for effective classroom management and organization technique. It promotes order and decency for the smooth flow of teaching and learning experience. Dunbar (2004) in conformity suggested decongestion of high traffic areas and that good relationship with students should be maintained.

Constructive Discipline Techniques in Overcoming Disruptive Behavior in the Classroom:-

Motivation and communications are keys in overcoming disruptive behavior in classrooms. Others include teachers' techniques, protection of students' dignity, active listening and avoidance of confrontation. Corporal punishment should be totally avoided.

Conclusion:-

It is a hallmark of an effective classroom teacher to react positively to disruptive classroom behaviour or undesirable behaviors. Teachers should establish positive to classroom management and instruction, concentrate more on well planned and implemented instruction for it goes a long way in preventing classroom problems. They should ensure self-discipline so that students can be assisted to be disciplined in order for them to understand and appreciate the teaching and learning content. Finally, teachers will have to be effectively concerned with students' academic and social disposition and manage disruptive classroom behavior with caution.

Recommendations:-

The paper recommends that:

1. Teachers should endeavor to manage their classroom activities effectively and build positive inter-personal relationship in students.
2. They should use viable instructional approach which directs them to concentrate more on well planned and implemented instruction which prevents classroom problems.
3. Teachers should carry out proper assessment of students and elementary emotional disturbance.
4. The administrators should endeavor to renovate and improve dilapidated school physical facilities.
5. Government should provide adequate classroom spaces for proper accommodation of students to avoid crowdedness that gives room to classroom disruptiveness.
6. Government should also provide enough furniture for comfortable seating arrangements to avoid disruptive classroom behaviors that may arise from struggling for seats.
7. Teachers should embark on self-discipline in order to be a role model to the students under his/her control.

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