

**INFLUENCE OF CLASSROOM MISBEHAVIOUR ON PUPILS' LEARNING  
OUTCOME IN PUBLIC PRIMARY SCHOOLS IN IHIALA LOCAL GOVERNMENT  
EDUCATION AUTHORITY**

By

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**Abstract**

*The study explored the influence of classroom misbehaviour on pupils' learning outcome in public primary schools in Ihiala Local Government Education Authority. Two research questions guided the study. Descriptive survey research design was adopted. The population comprised 612 public primary school teachers in the 50 public primary schools in Ihiala Local Government Education Authority. The sample size for the study is 200 using a simple random sampling technique. A four-point rating scale containing 19 items was used for data collection. Three experts validated the instrument. Cronbach alpha method was used to establish the reliability of the instrument which yielded coefficients of 0.77 and 0.75 for the two different clusters respectively with an overall coefficient of 0.76. Mean and standard deviation were used for data analysis. Findings revealed that classroom misbehaviour influences pupils learning outcome negatively and various strategies were listed that teachers should use in curbing pupils' misbehaviour in the classroom for optimal performance in their learning process in public primary schools in Ihiala Local Government Education Authority of Anambra state. The researchers concluded that implementing the solutions/strategies will enhance the smooth running of school activities which will help pupils improve their learning outcomes in public primary schools in Ihiala Local Government Education Authority. Therefore, it was recommended among others that Teachers should be trained on evidence-based interventions that can help in meeting the needs of pupils which may include: Pupils' personal needs, curriculum related issues and teachers' method of teaching in order to reduce pupil's classroom misbehaviour.*

**Keywords:** *Education, Primary Education, Classroom Management, Classroom Misbehaviour and Learning Outcome*

## **Introduction**

Education is essential for improving the social and behavioural conditions in a country. Education is a process through which man makes conscious effort to better himself and his environment. Adesemowo and Sotonsde, (2022) also defined education as a cumulative process of development of intellectual abilities, skills and attitudes. According to Ademowo (2022), education is the pristine essence of learning which makes individuals permanently able and disposed to benefit themselves and other members of the society. Formal education in Nigeria is carried out at three levels: primary education, secondary education and tertiary education. The foundation of formal education in any given society is laid at the primary education.

Primary education is also called an elementary education which is the first education given to pupils. Primary Education in Nigeria is the first level of formal education and is typically attended by children between the ages of 6 and 11 years old. According to the National Policy on Education in Nigeria (2014), primary education is compulsory and free for all children. Ahittet and Lezet (2013), primary education is a level of education where children receive their education before they enter secondary school. It is a foundational stage of education that is aimed at providing basic literacy and numeracy skills, as well as social and moral values for children between the age of 6 to 11 years (Adamaigbo and Onwumere, 2019). The objectives of primary education are: to acquire literacy, numeracy, creativity and communication skills, enjoying learning and development desire to continue learning among others. In every primary education setting, there is a teacher who effectively carries out the affairs of the school and help in reaching the set goals.

Teachers are the most important human resource in schools. They are necessary change agents needed in schools. The provision of a high quality education system depends on high quality teachers (Ofoegbu, 2017). Ofoegbu further argued that high teacher morale, relevant subject knowledge and teacher's specialized teaching skills (pedagogical knowledge) are central to quality teaching and learning. In relation to the above assertion, Tijani (2020) defined a teacher as one who teaches builds up, instructs, trains and guides learners for healthy growth and stable adult life. A teacher is a classroom practitioner, the one who translates educational philosophy and objectives into knowledge and skills. During formal instruction, teachers facilitate learning in pupils in classroom (Ofoegbu, 2017). Teachers ensure the roles of classroom management for effective and smooth learning to take place.

Classroom management describes the methods, techniques, actions or plans that teachers bring into their classrooms to ensure a positive learning environment and the best behaviour their pupils. Duke (2017) viewed classroom management as the provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occurs in an environment that supports and facilitates academic, social and behavioural learning. According to Alberto and Troutman (2019), classroom management can be defined as the teacher's ability to cooperatively manage time, space, resources, pupils' roles and behaviours to provide a climate that encourages learning. This means that classroom management entails: smooth running of classroom lesson, prevention of disruptive behaviours in the classroom and ensuring efficient

learning in the class. Thus, classroom management implies classroom control which is very important for meaningful learning. The absence of adequate classroom management will create room for classroom misbehaviour to occur at will.

Classroom misbehaviour is any act or behaviour that undermines the teacher's ability to establish and maintain effective learning experience in the classroom. According to Travecchio (2013), classroom misbehaviour is any behaviour that is disruptive to the teacher's ability to teach and learner's ability to learn. Bruce-Bracken (2014) sees classroom misbehaviour as any action or behaviour that interferes with the orderly and purposeful activities of a classroom. Examples of classroom misbehaviour includes noise making while classes are ongoing, aggression towards other pupils, yelling inside the classroom, untimely talking, bullying, rudeness towards the teacher, not completing home work among others. These misbehaviours may influence pupils negatively in the teaching and learning process in so many ways which includes; reduced engagement/participation in class activities, poor teacher-pupil relationship, non achievement of planned curriculum or instructional objectives, poor attention span and increased stress for both the teacher and pupils which may lead to health issues among others (Mcgeown, 2014). When classrooms are not conducive for learning due to disruptive behaviours, it may hinder the acquisition of knowledge and skills. Consequently, understanding the link between classroom behaviour and learning outcome (academic performance) is essential for designing effective teaching strategies and maintaining a learning environment that is conducive.

Learning outcome is described as what pupils are expected to know, understand or expected to do as a result of a learning experiences gained over a period of time. Learning outcome is the result of learning experience attained by learners through oral or written test. Okpanachi (2023) defined learning outcome as the success of learners in acquiring knowledge expected of them after completion of educational programme. Learning outcome is the result obtained by student in continuous assessment and examinations. According to Uwaleke, Sani and Mildred (2023), learning outcome is the display of knowledge attained or skills developed in school subjects designated by test and examination scores or marks assigned by the subjects' teachers. The purpose of learning outcome is to provide a clear focus for curriculum development and instruction as they give pupils an understanding of what they should know and be able to do by the end of their class or program. Therefore it is appropriate for teachers to manage pupils' disruptive behaviours in order to have an effective and efficient teaching and learning process which will in turn boost pupils learning outcome. From the researchers' observation, some teachers do not know that storytelling makes lessons entertaining and easy to remember. Worst still, some teachers do not know that classroom misbehaviour influences pupils these in turn seems to affect pupils learning outcome. Hence, the researchers embarked on this study to determine the influence of classroom misbehaviour on pupils learning outcome in public primary schools in Ihiala Local Government Education Authority.

### **Statement of the Problem**

Despite all the efforts put by teachers at different levels of the education system, some schools continue to perform below expectation in terms of pupils' behaviour. The persistence and unsteady performance of pupils in classes of most public primary schools is becoming worrisome. The observed absence of quality classroom behaviours and these ugly situations in our primary schools might be connected with inadequate control measures for quality learning

outcome, poor quality teaching and inability of teachers to take proper control of their classrooms. This had deterred schools from achieving their set educational goals. Moreover, the deteriorating state of pupils' learning outcome is alarming. These unwholesome results have questioned pupils' capacity to perform effectively and efficiently in class activities with undue distractions. With this devastating state where teachers find it difficult to perform their task and functions constitute a challenge which has consequences on effective realization of educational goals of pupils in public primary schools.

With the above observations, it appeared that some head teachers and teachers in public primary schools in the study area cannot be fully adjudged to have performed better in improving pupils' behaviour which in turn affects their performances. The dearth of such research has created the need for this study. This research therefore assessed the state of pupils' behaviours. This has necessitated the present study. Hence the reason the researchers embarked on this study to attempt to provide possible solutions to these problems.

### **Purpose of the Study**

The main purpose of this study was to determine the influence of classroom misbehaviour on pupils' learning outcome in public primary schools in Ihiala Local Government Education Authority. Specifically, the study sought to:

1. Determine the influence of classroom misbehaviour on pupils' learning outcome in public primary schools in Ihiala Local Government Education Authority.
2. Determine strategies used to curb classroom misbehaviour among pupils' in public primary schools in Ihiala Local Government Education Authority.

### **Research Questions**

The following research questions were raised for the study;

1. What are the influence of classroom misbehaviour on pupils' learning outcome in public primary schools in Ihiala Local Government Education Authority?
2. What are the strategies used to curb classroom misbehaviour among pupils' in public primary schools in Ihiala Local Government Education Authority?

### **Methods**

Descriptive survey research design was adopted. The population of the study comprised 612 public primary school teachers in the 50 public primary schools in Ihiala Local Government Education Authority. The sample size for the study was 200 teachers drawn using simple random sampling technique without replacement. The researchers developed an instrument titled "Influence of Classroom Misbehaviour on Pupils Learning Outcome (ICMPLO)" Questionnaire. The questionnaire contained 19 items on a 4-point rating scale of Strongly Agree (SA-4 points), Agree (A-3 points), Disagree (D-2 points) and Strongly Disagree (SD-1 point) for the two clusters. Face validity of the instrument was determined by three experts; two in the Department of Early Childhood and Primary Education and one in Measurement and Evaluation in the Department of Educational Foundations all from the Faculty of Education, Nnamdi Azikiwe

University, Awka. Cronbach Alpha technique was used to establish the reliability of the instrument which yielded coefficients of 0.77 and 0.75 for the two different clusters respectively with an overall coefficient of 0.76. The data collected were analysed using mean ( $\bar{x}$ ) to answer the research questions and standard deviation to determine the homogeneity or otherwise of the respondents' views. In analysing the data, mean ( $\bar{x}$ ) value of 3.50-4.00 is regarded as Strongly Agree (SA), 2.50-3.49 Agree (A), 2.49-1.500 Disagree (D) and 1.49-1.00 Strongly Disagree (SD).

## Results

**Research Question 1:** What are the influence of classroom misbehaviour on pupils' learning outcome in public primary schools in Ihiala Local Government Education Authority?

**Table 1: Respondents' Mean Ratings on the Influence of Classroom Misbahaviour on Pupils Learning Outcome. (N = 200)**

S/N	Influence of classroom misbehaviour on pupils' learning outcome includes:	( $\bar{x}$ )	SD	Decision
1.	It can lead to distraction	3.05	0.44	Agreed
2.	Pupils may become less engaged in the learning process	3.02	0.81	Agreed
3.	It creates an impact on teacher-pupils relationship	2.01	0.59	Disagreed
4.	Emotional impact due to stress and anxiety	3.02	0.74	Agreed
5.	It can waste valuable class time	3.08	0.62	Agreed
6.	It can lead to disruption	2.91	0.51	Agreed
7.	Ability to reduce the day's activities	2.92	0.72	Agreed
8.	Poor school performance	2.89	0.48	Agreed
9.	It leads to violence	2.85	0.80	Agreed
10.	Difficulty in learning	3.13	0.64	Agreed
11.	Low attention span	3.05	0.60	Agreed
Cluster Mean		<b>2.90</b>	<b>0.63</b>	<b>Agreed</b>

Data in Table 1 shows that the respondents agree that all the items except item 3 which is disagreed as the influence of classroom misbahviour on pupils learning outcome with mean scores ranging from 2.85 to 3.13 which is within the limit decision of Agree. The cluster mean score of 2.90 showed that the items listed were the influence of classroom misbehaviour on pupils' learning outcome in public primary schools in Ihiala Local Government Education Authority. The standard deviations for all the items ranged from 0.44 to 0.81. The cluster SD score of 0.63 shows that the respondents are homogeneous in their ratings.

**Research Question 2:** What are the strategies used to curb classroom misbehaviour among pupils' in public primary schools in Ihiala Local Government Education Authority?

**Table 2: Respondents' Mean Ratings on the Strategies used to curb Classroom Misbehaviour among Pupils' in Public primary Schools. (N = 200)**

S/N	Strategies use to curb classroom misbahaviour among pupils' includes:	( $\bar{x}$ )	SD	Decision
12.	Teachers should define classroom rules and expectations and consistently enforce them	2.77	0.90	Agreed
13.	Provision of positive reinforcement	3.17	0.55	Agreed
14.	The use of consequences for appropriate behaviour in a consistent and fair manner	3.71	0.86	Agreed
15.	Setting clear goal for the lesson	3.23	0.60	Agreed
16.	Modeling appropriate behaviour	3.05	0.51	Agreed
17.	Encouraging active participation	2.84	0.76	Agreed
18.	Promoting positive relationships	2.81	0.52	Agreed
19.	Providing individualized support	3.01	0.79	Agreed
Cluster Mean		<b>3.07</b>	<b>0.68</b>	<b>Agreed</b>

Data in Table 2 shows that the respondents agree that all the items were strategies used to curb classroom misbehaviour among pupils' in public primary schools with mean scores ranging from 2.77 to 3.71 which is within the limit decision of Agree. The cluster mean score of 3.07 showed that the items listed were the strategies used to curb classroom misbehaviour among pupils in public primary schools in Ihiala Local Government Education Authority. The standard deviations for all the items ranged from 0.51 to 0.90. The cluster SD score of 0.68 shows that the respondents are homogeneous in their ratings.

### Discussion of the Findings

Findings of the study revealed that respondents agree that classroom misbehaviour influences pupils learning outcome in public primary schools in Ihiala Local Government Education Authority. Some of the influence of classroom misbehaviour on pupils learning outcome are that it can lead to distraction, pupils may become less engaged in the learning process, emotional impact due to stress and anxiety, can waste valuable class time, it can lead to disruption, ability to reduce the day's activities, poor school performance, and it can lead to violence. This finding tally with Travecchio (2013), who reported that classroom misbehaviour can lead to lower academic achievements among pupils. It also agrees with the findings of Mcgeown (2014), which disclosed that if a child's exam results in a particular academic subject are poor, it's possible that the child did not pay attention to the teacher while teaching or that the child was busy disrupting the class during core teaching time which in turns affects their learning outcome.

Findings of the study revealed that teachers agree that the strategies listed such as modeling appropriate behavior, encouraging active participation, promoting positive relationships, promoting positive relationships, providing individualized support among others were the strategies used by primary school teachers to curb classroom misbehaviour among pupils in public primary schools in Ihiala Local Government Education Authority. This is in line

with the discovery of Weinstein and Curran (2014), which reported that strategies to curb classroom misbehaviour are setting clear expectations and creating a positive teacher-pupil relationship. The authors further posited that when teachers use these strategies that the tendency for pupils to misbehave in the classroom will be minimal and by so doing, pupils learning outcome will be improved. This finding is in agreement with Duke (2017), who disclosed that managing pupils' behaviour and creating a positive classroom climate helps pupils to pay attention during teaching and learning process which helps them to perform better in school activities.

## Conclusion

Based on the findings, it was concluded that classroom misbehaviours encountered in classes is a major hindrance towards the smooth running of day to day activities of the class. The influence of these misbehaviours was identified as how it affects pupils' learning outcome and possible solutions or strategies that can be used by teachers to curb the classroom misbehaviour were revealed. It is hoped that the implementation of the solutions/strategies will enhance the smooth running of school activities which will help pupils to improve their learning outcome public primary schools in Ihiala Local Government Education Authority.

## Recommendations

Based on the findings, the following recommendations were made:

1. Teachers should be trained on evidence-based interventions that can help in meeting the needs of pupils which may include: Pupils' personal needs, curriculum related issues and teachers method of teaching in order to reduce pupil's classroom misbehaviour.
2. Teacher should focus on preventive strategies such as engaging pupils in the learning process, in order for pupils not to waste valuable class time during teaching and learning process.
3. For schools to adopt a whole-school approach to addressing misbehaviour which involves finding revealed the strategies to curb classroom misbehaviour which are: Teachers should define classroom rules and expectations and consistently enforce them, provision of positive reinforcement and modeling appropriate behaviour among others.

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